

**Regular Board of Education Meeting
Wednesday, October 5, 2011 7:00 PM
Central Services**

I. Public Comment

II. Administrative Reports

A. Superintendent's Announcements

Rationale: Mr. Addley will provide district updates.

B. Student Representative Reports

Rationale: Ms. Jennifer Lengvarsky and Mr. Sean Goodridge will report on activities taking place at the high school.

C. Teaching & Learning

Attachments:

Common Core Standards and Assessment Presentation 3

Rationale: Ms. Diane Dugas, Director of Curriculum, Teaching & Learning, will update the Board on the new Common Core State Standards and Assessment.

D. Elementary School Improvement Plans

Attachments:

Kearns SIP 2011-2012 22

Kelly Lane SIP 2011-2012 40

Wells Road SIP 2011-2012 60

Rationale: The 2011-2012 School Improvement Plans for all three elementary schools will be presented. Ms. Kimberly Dessert will present for Kearns Primary School, Dr. Anna Forlenza-Bailey will present for Wells Road Intermediate School and Mr. Robert Gilbert will present for Kelly Lane Intermediate School.

III. Consent Agenda

A. Minutes

Attachments:

Draft Minutes 9-21-11 80

Rationale: The Board will approve/amend the minutes of the September 21, 2011 Board of Education meeting.

IV. Old Business

A. CAFE Board Recognition Awards & Attendance at CAFE/CAPSS Convention

Attachments:

CAFE Recognition Award 84

Rationale: The Board will continue its discussion about applying for this award this year and will also discuss attendance at the CAFE/CAPSS Convention this year.

V. New Business

A. FY13 Budget

Rationale: Mr. Alan Addley will update the Board on the on the development of the FY13 budget.

VI. Miscellaneous

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

2. Finance/Personnel/Facilities

Attachments:

Finance Subcommittee Minutes 9-21-11

89

B. Other Board-Related Reports

1. CPPAC

2. CREC/CABE

3. Granby Education Foundation

4. District Efficiency Initiatives

C. Calendar of Events

Attachments:

Calendar of Events

90

D. Board Member Announcements

VII. Executive Session/Non-Meeting

Common Core Standards and Assessment: Implications for Granby Schools

Presented by Diane Dugas

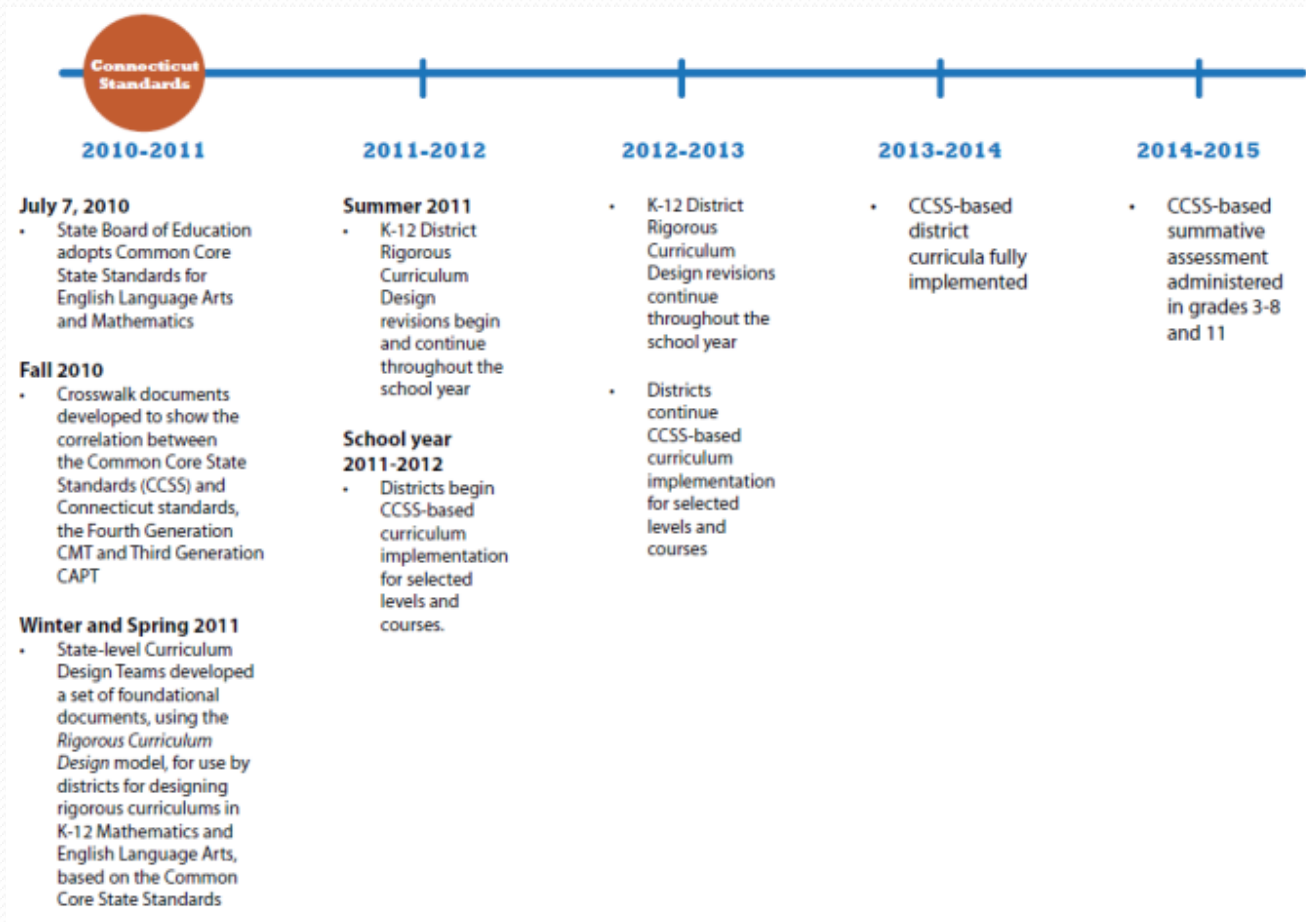
Director of Curriculum, Teaching and Learning

October 2011

Mission of the Common Core State Standards

- The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

State Implementation of CCSS



CCSS for English Language Arts

**COMMON CORE
STATE STANDARDS** FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



ELA/ 6 shifts in Instruction

- 50/50 balance of literature and literacy non-fiction (K-5)
- Literacy as part of science and social studies; informational text as part of ELA (6-12).
- Appropriately complex text
- Questions regarding text are text dependent
- Writing to inform or argue using evidence
- Academic Vocabulary

ELA Implications for Granby

- Increase number of non-fiction reading units
- Develop integrated reading/social studies and science units
- Integrate research and technology standards across
- Incorporate more complex informational text
- Align unit performance assessments to rigorous expectations of Smarter Balance format (text dependent questions)
- Provide professional development on complex text
- Increase DRA Benchmark beginning in K
- Address Half Day Kindergarten time on task for all content

CCSS for Mathematics



Math Shifts in Instruction

- FOCUS, FOCUS, FOCUS – Deeper understanding and fewer concepts (Less focus on data, statistics, probability in elementary math, more focus on number, operations and algebraic thinking)
- COHERENCE – One year builds on the next
- FLUENCY – Speed and accuracy
- DEEP UNDERSTANDING
- APPLICATION – Deep understanding to apply

New Priorities in Math

Grade

Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding

- K-2
Addition and subtraction, measurement using whole number quantities
- 3-5
Multiplication and division of whole numbers and fractions
- 6
Ratios and proportional reasoning; early expressions and equations
- 7
Ratios and proportional reasoning; arithmetic of rational numbers
- 8
Linear algebra

Key Math Fluencies

- **Grade**
- **Required Fluency**
- K
Add/subtract within 5
- 1
Add/subtract within 10
- 2
Add/subtract within 20
Add/subtract within 100 (pencil and paper)
- 3
Multiply/divide within 100
Add/subtract within 1000
- 4
Add/subtract within 1,000,000
- 5
Multi-digit multiplication
- 6
Multi-digit division
Multi-digit decimal operations
- 7
Solve $px + q = r$, $p(x + q) = r$
- 8
Solve simple 2×2 systems by inspection

New Learning Expectations

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Math Implications for Granby

- Address the issue of a spiraling program to a mastery program
- Revise content alignment to new standards (specifically, K-5, algebra and geometry)
- Incorporate mathematical practices
- Incorporate technology and research skills into performance assessments for units.
- Address Half Day time constraints in Kindergarten

Development of New Assessment for the CCSS

- Comprehensive and innovative assessments for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards
- High School Assessment – Moved from grade 10 to 11
- The assessments shall be operational across Consortium states in the 2014-15 school year
- Computerized Adaptive Testing
- Piloting of new assessment items will occur in 2013 and 2014
- Sample items are being released for review currently
- The new testing window – last 12 weeks of the year.
- Growth Model

Computerized Testing

- Information will be presented
 - Through animation
 - Simulations
 - On-line access to information
 - Video or audio stimulus
 - Moveable models

Student will need to be computer literate and research savvy. Skills will need to begin in Kindergarten.



Sample test item

<http://pages.uoregon.edu/kscalise/taxonomy/taxonomy.html>

Granby Implementation Timeline

2010-2011

Implementation
of Language Arts
curriculum
committee

Unwrapped,
powered CCSS

Identified units
and pacing

Developing
performance
assessments

2011 – 2012

Implementation
of curriculum
committees
across all
contents

Introduction to
CCSS

Identification of
curriculum
revisions

(LA and Math)

K and grade 8
focus on CCSS

2012 – 2014

Curriculum
realignment ,
infusion of
research and
technology
standards,
increased
application of
performance
based assessment

Address
implications for
DAG

Granby Preparedness for CCSS

- 21st Century Vision
- Mission -Powerful thinking : articulate, defend, synthesize, problem solve
- PLC SMART goal focus to powerful thinking
- Common Formative Assessment Practice


NEXT STEPS

Deepen our understanding of *Powerful Thinking*

Advance 21st Century Learning

Continue to address the structures and resources needed to support delivery of advancing rigorous learning in Granby

Review DAG academic indicators



We should indeed promote high levels of learning for every child entrusted to us, not because of legislation , but because we have the moral and ethical imperative to do so.

- Whatever it Takes (DuFour)



Questions
?

F.M. Kearns Primary School

5 Year School Improvement Plan

2010-2015

5 Year

District and School Student Achievement Goal

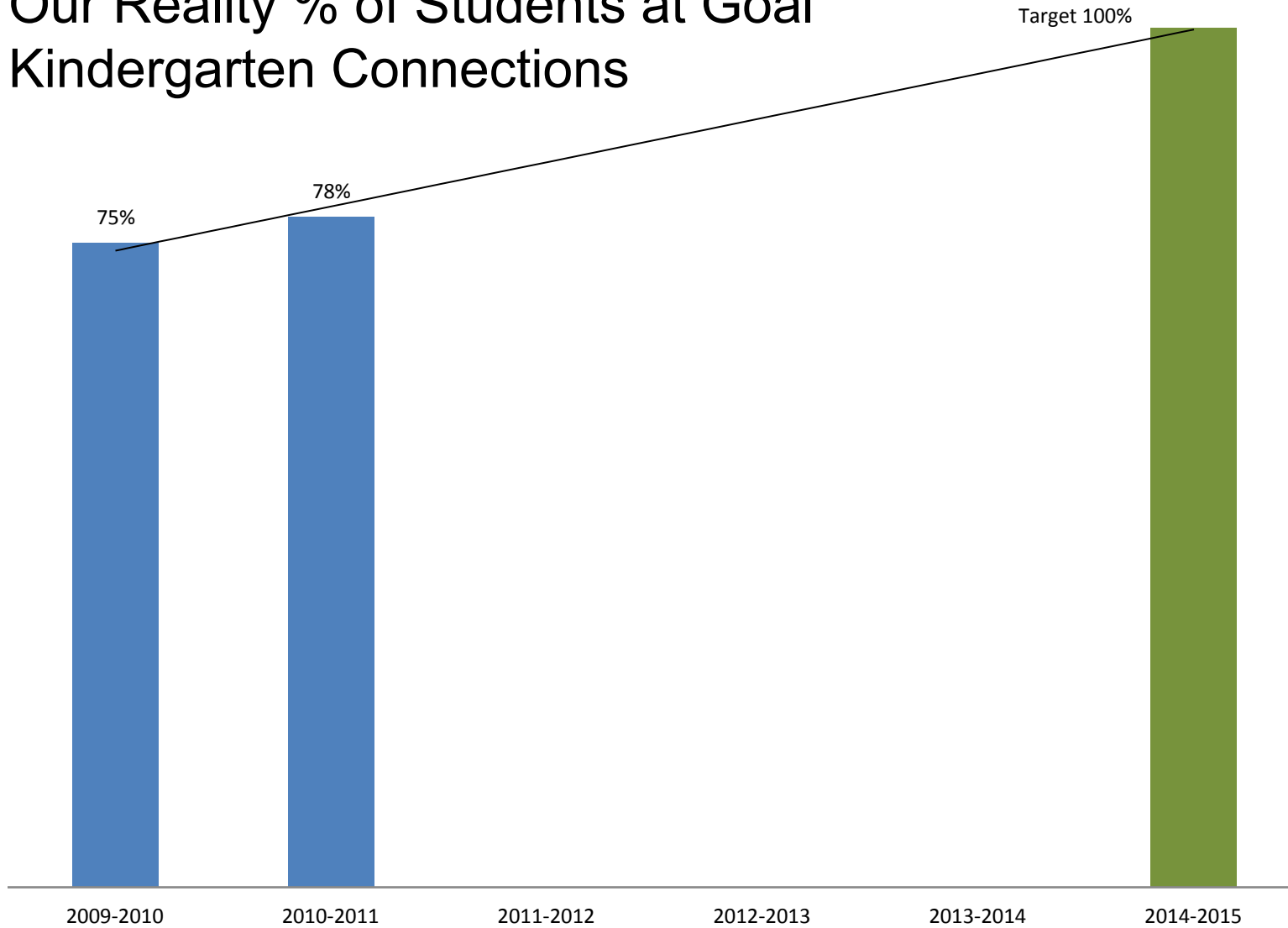
*By 2015, enable students to demonstrate **powerful thinking** by systemically solving problems through analyzing and synthesizing information and articulating/defending a position*

*As measured by:
Standardize Achievement Data
District Designed Assessments*

Connections Between DRA, District Based Measures and District Student Achievement Goal

		Our Reality	Our goal, by 2015
DRA sections	Connections	Grade K: 78% Grade 1: 70%	Grade K 100% at 3 or above Grade 1 100% at 3 or above
	Reflections	Grade K: 90% Grade 1: 78% Grade 2: 60%	Grade K 100% at 3 or above Grade 1 100% at 3 or above Grade 2 100% at 3 or above
	Interpretation	Grade 1: 71% Grade 2: 63%	Grade 1 100% at 3 or above Grade 2 100% at 3 or above
Other District Measures		No district measures currently identified or developed	Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

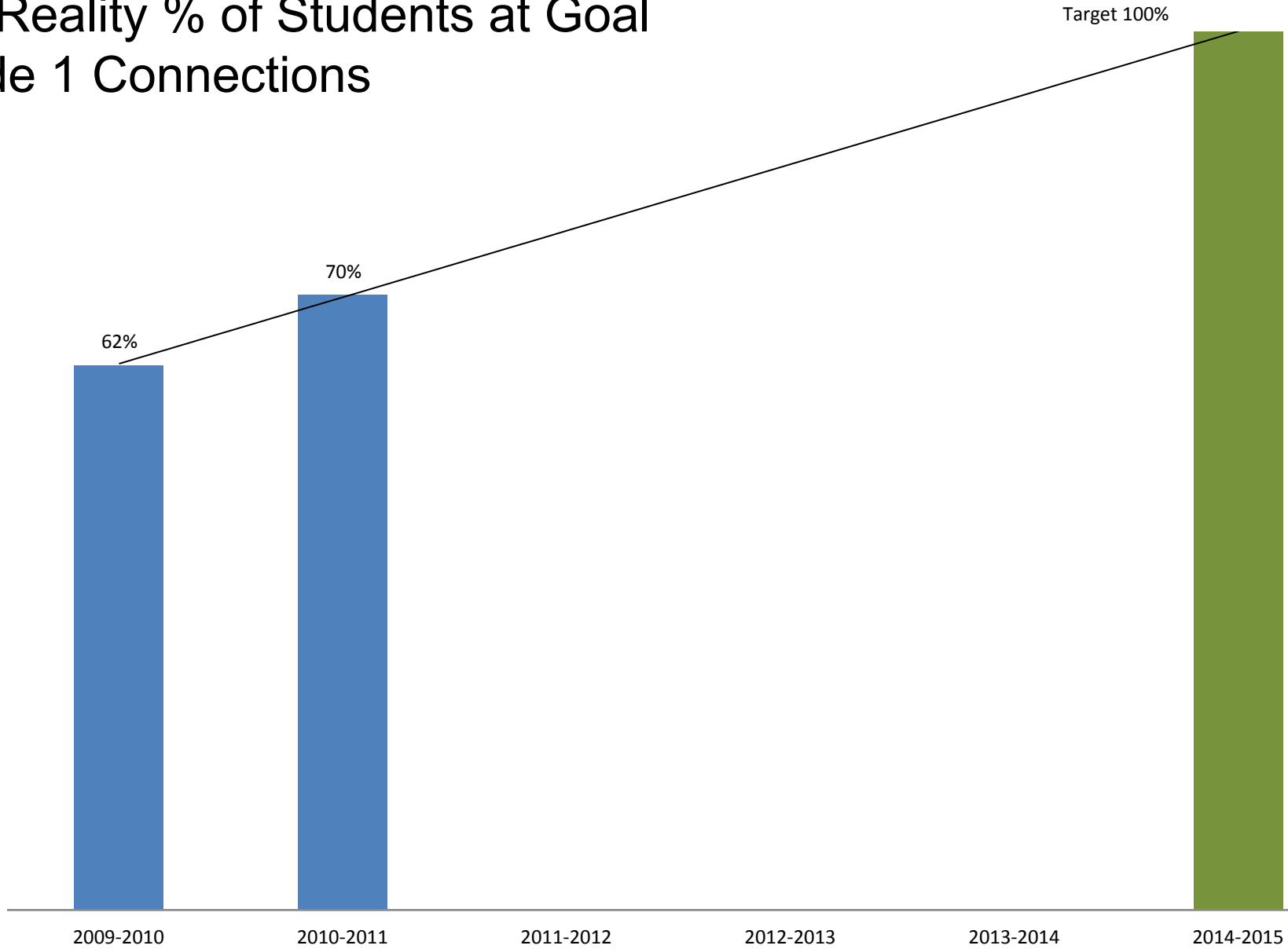
District Achievement Goal Our Reality % of Students at Goal Kindergarten Connections



District Achievement Goal

Our Reality % of Students at Goal

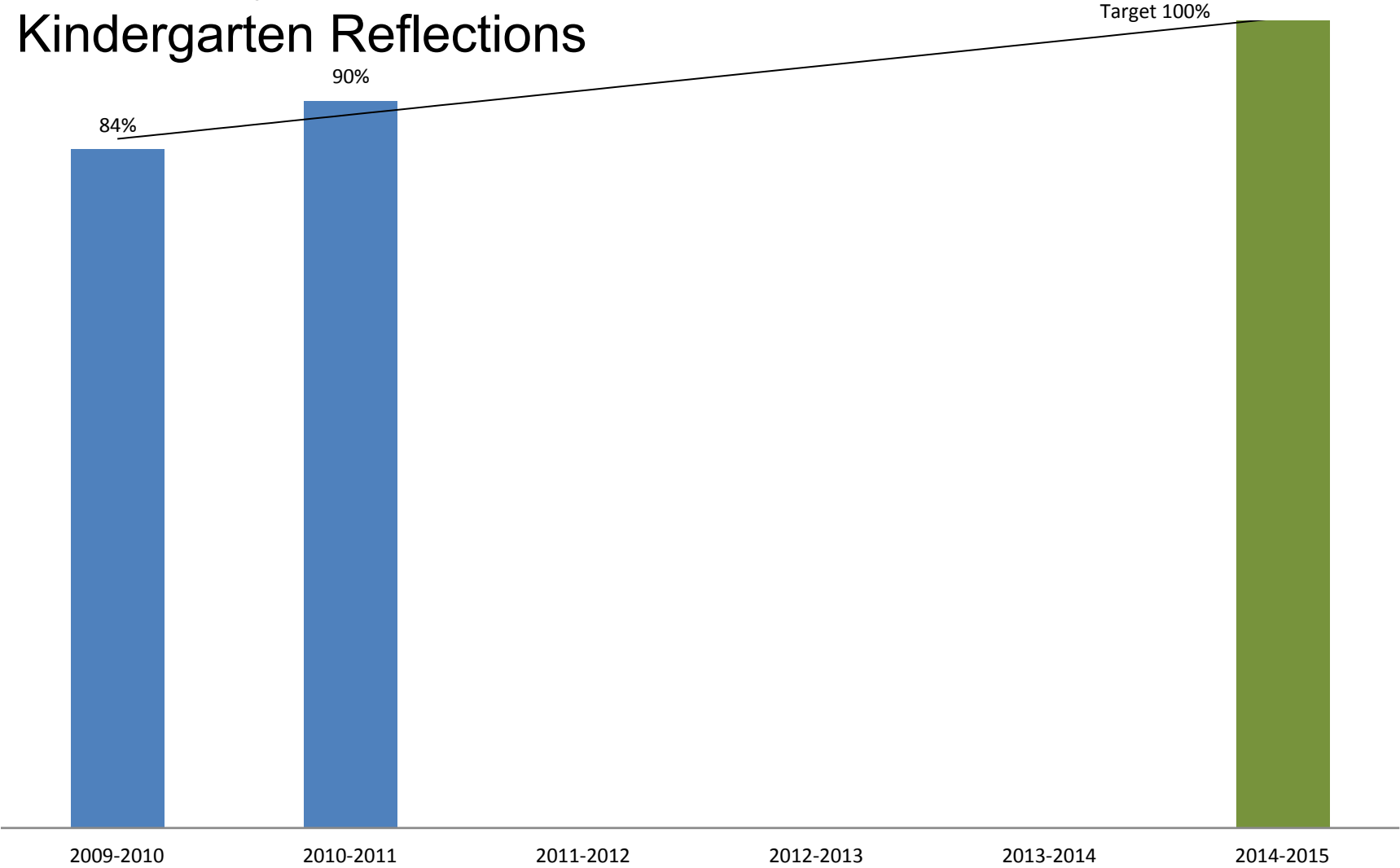
Grade 1 Connections



District Achievement Goal

Our Reality % of Students at Goal

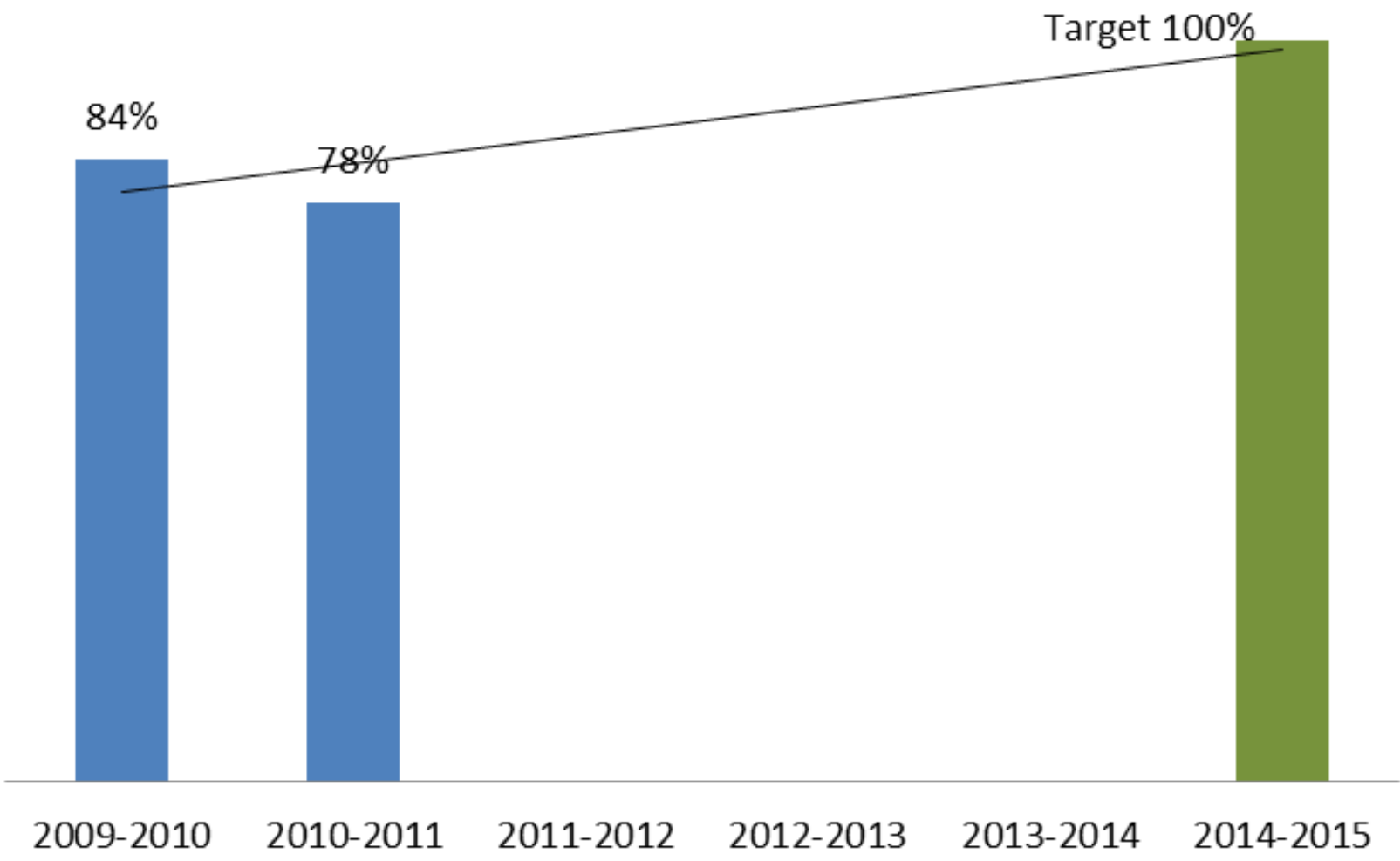
Kindergarten Reflections



District Achievement Goal

Our Reality % of Students at Goal

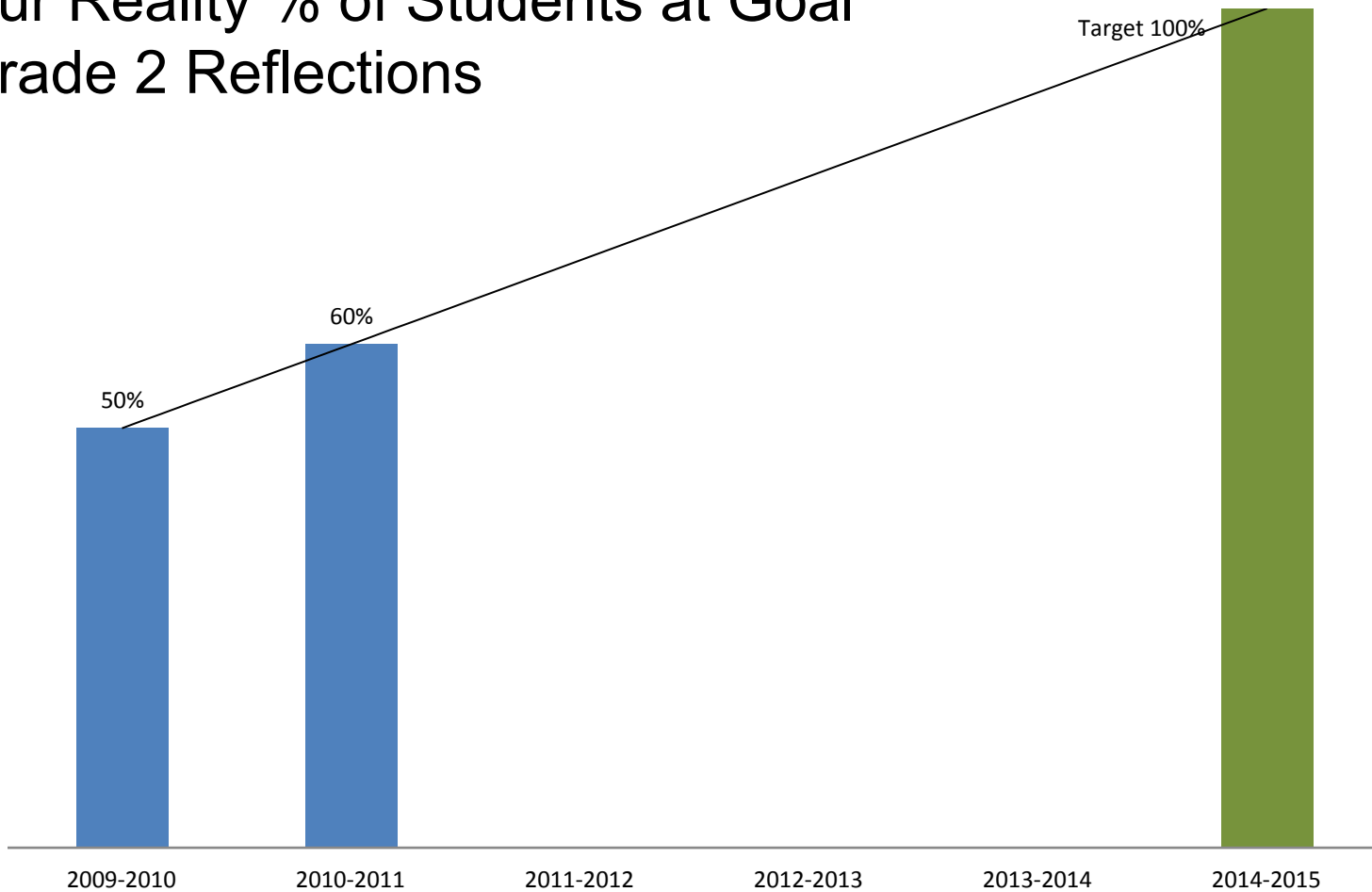
Grade 1 Reflections



District Achievement Goal

Our Reality % of Students at Goal

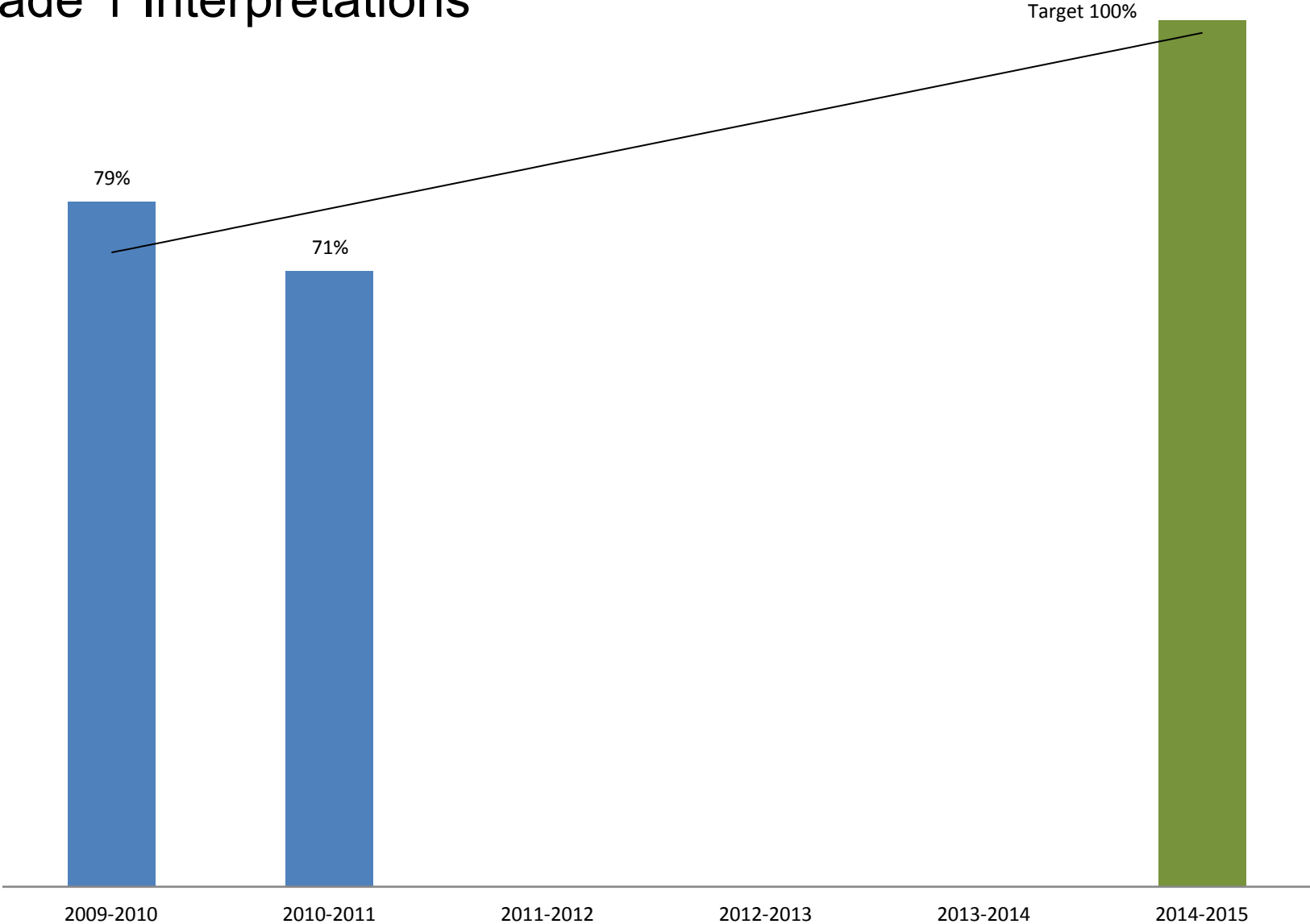
Grade 2 Reflections



District Achievement Goal

Our Reality % of Students at Goal

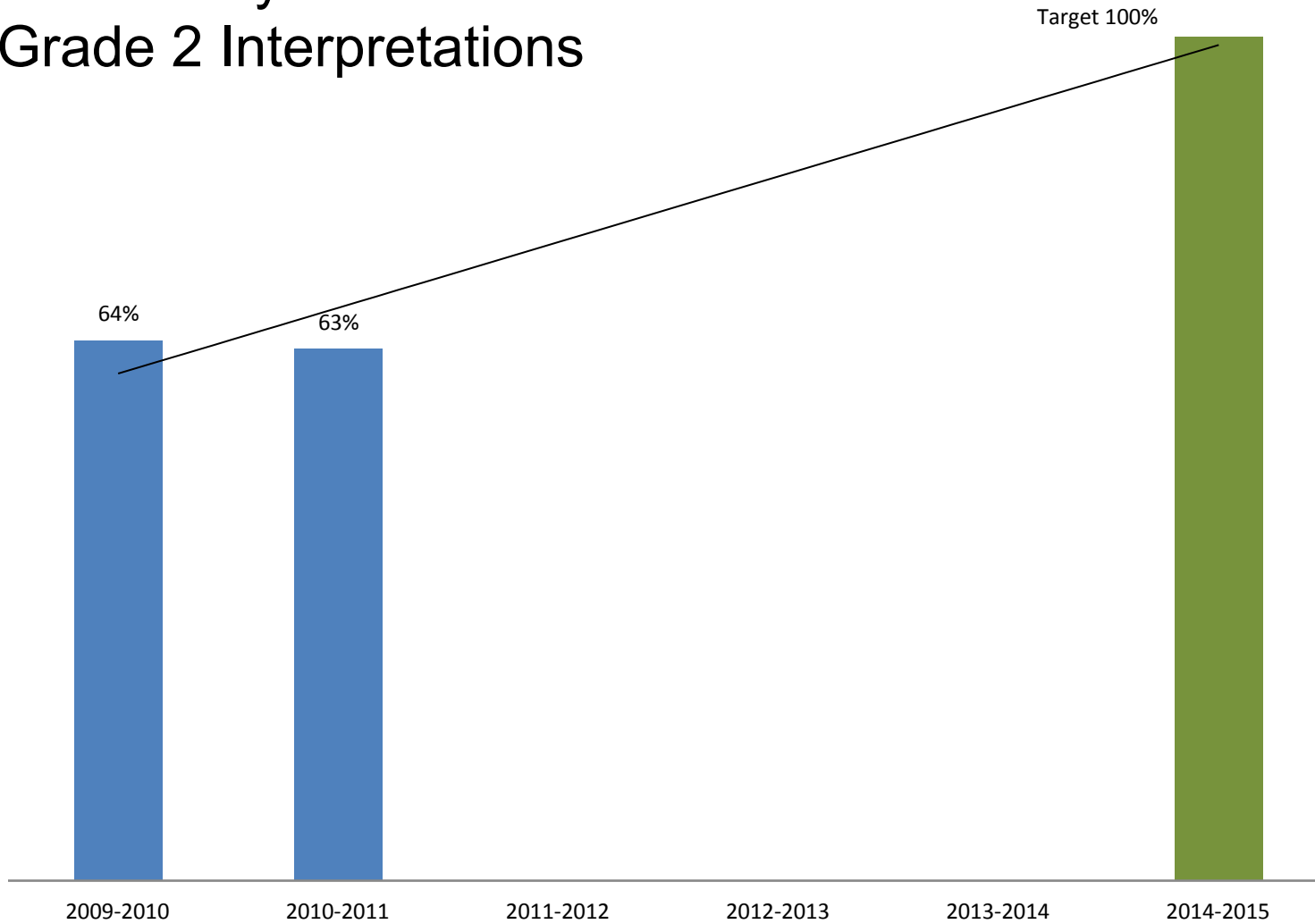
Grade 1 Interpretations



District Achievement Goal

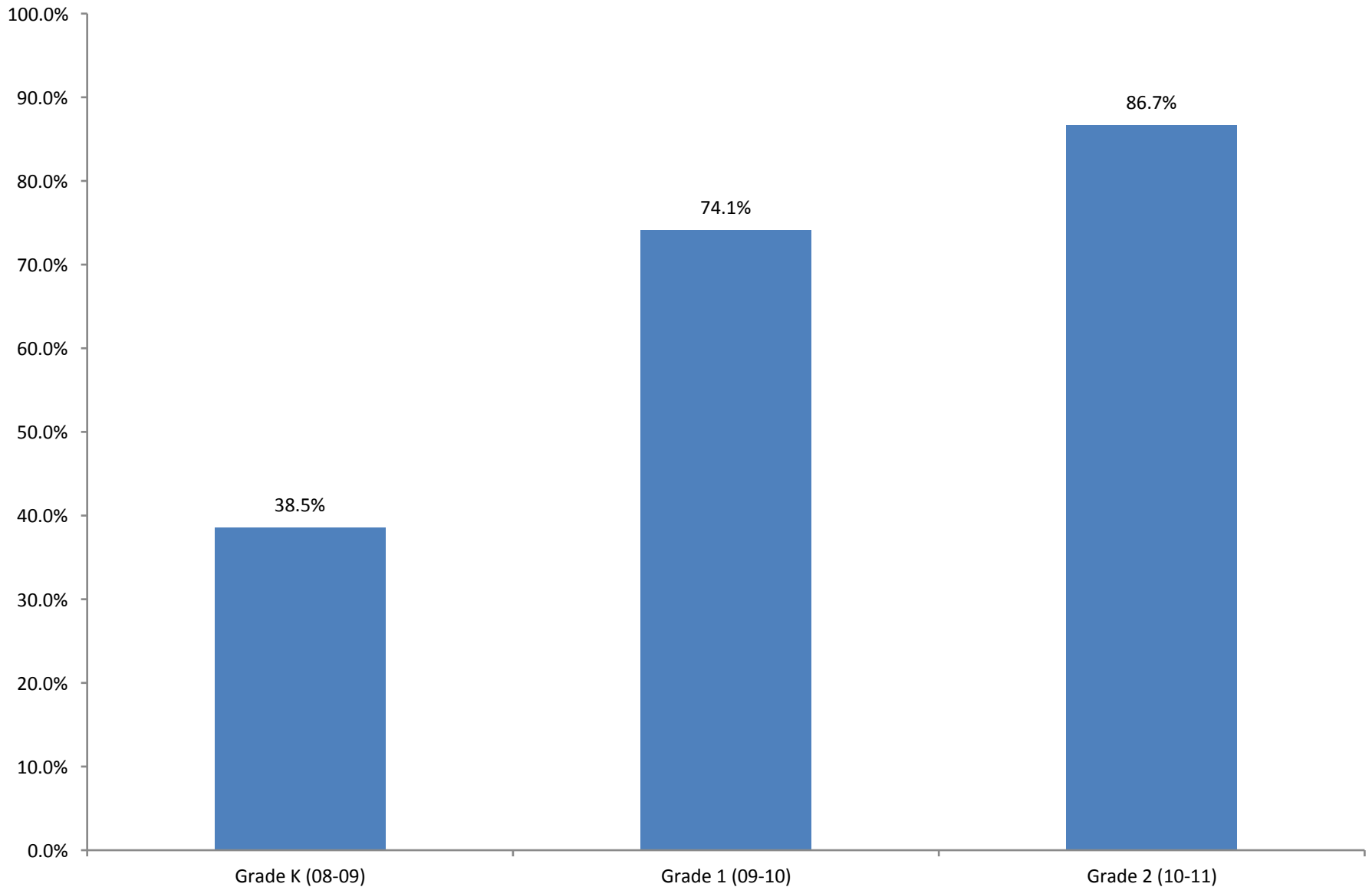
Our Reality % of Students at Goal

Grade 2 Interpretations



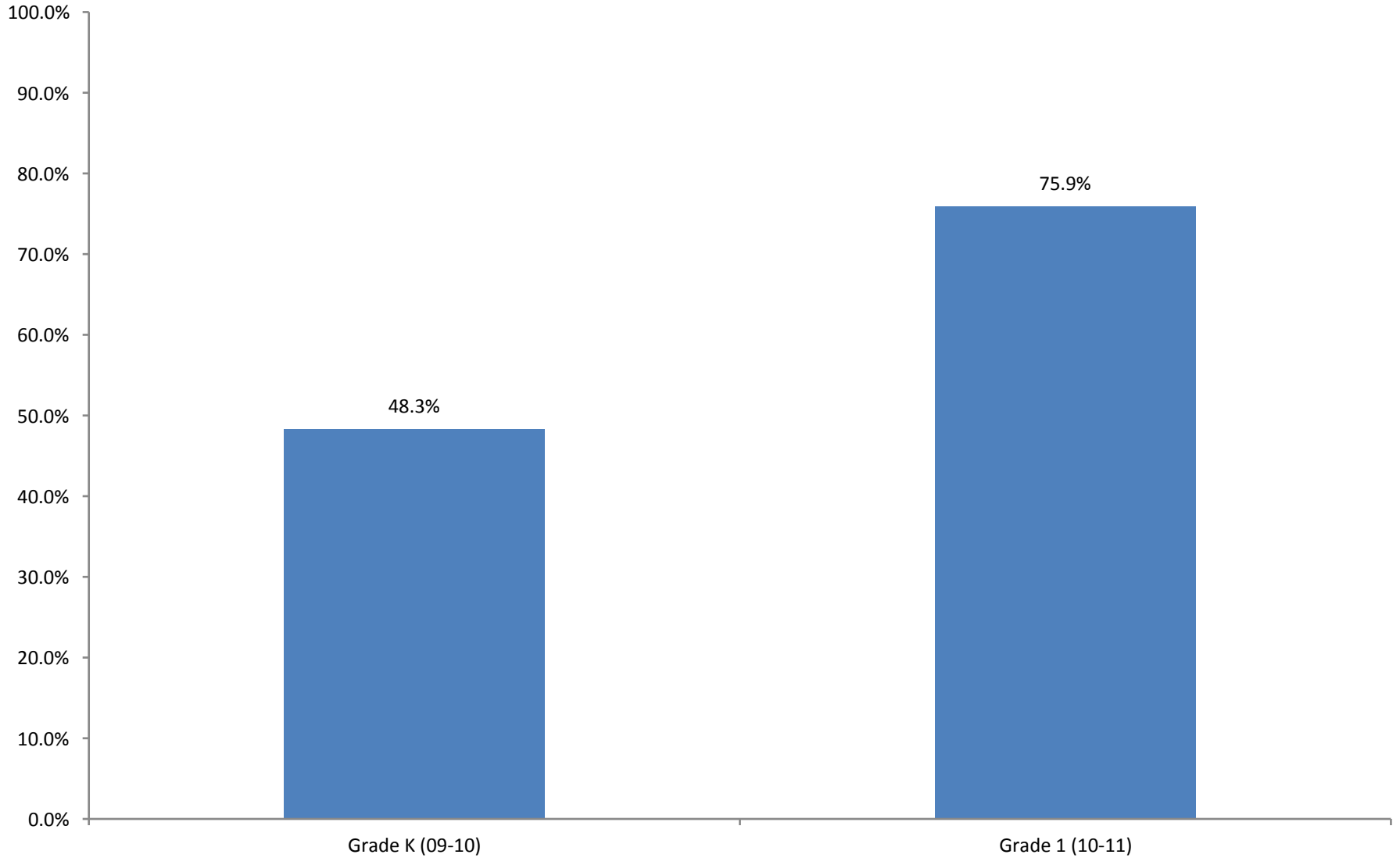
Developmental Reading Assessment

Grade 2 Matched Cohort Growth: % of Students at Goal

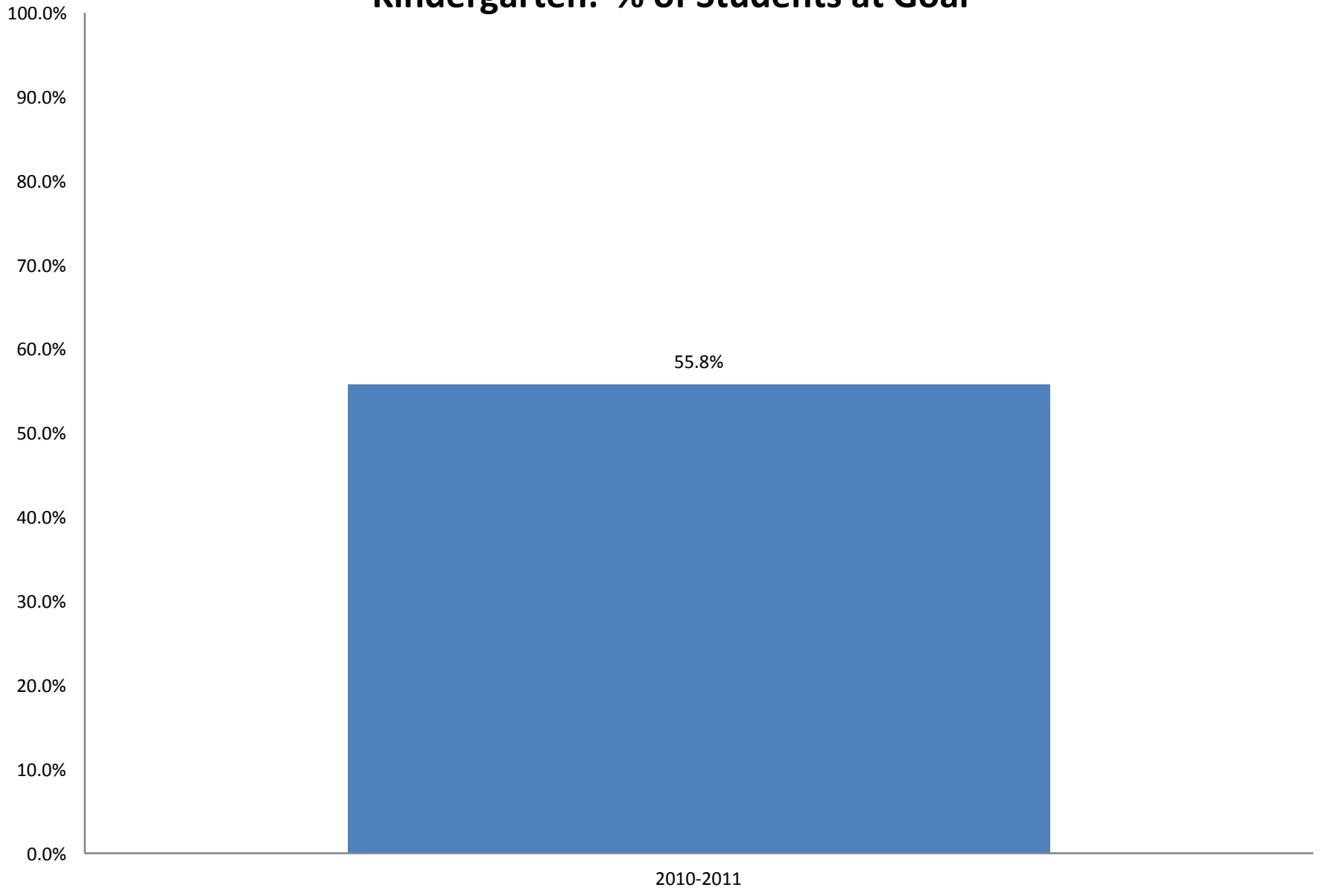


Developmental Reading Assessment

Grade 1 Matched Cohort Growth: % of Students at Goal



Developmental Reading Assessment Kindergarten: % of Students at Goal



Action Plan

- Viable and guaranteed Language Arts curriculum
- Consistent use of workshop model
- Purposeful reading, writing, and talking
- Deepen the use of instructional coaches
- Use 5 step data process for analyzing student work
- Utilize interventions and enrichment to meet the needs of all students

Monitoring and evaluation

- District benchmark assessments in reading, writing, and math
- Ongoing common formative assessments
- Grade level SMART goals
- Monitoring the effectiveness of interventions and enrichment

Effective Collaborator

- Responsive Classroom approach to school climate embraced and implemented as a whole school ~ Morning Meeting
- School wide events
- One by Kathryn Otoshi as school wide book

Compassionate Contributor

- Adopt Charlie Company
- Food Drives
- Supporting Granby Social Services ex. clothing drive

Other important school initiatives

- Professional Learning Communities
- Peer Sharing among teachers and teams
- School wide teams
 - Bucket Filling Team
 - Buckteers Team
 - Compassionate Contributor Team
 - Community Meeting Team

Kelly Lane Intermediate School

5 Year School Improvement Plan

2010-2015

5 Year District and School Student Achievement Goal

*By 2015, enable students to demonstrate
powerful thinking by systemically solving
problems through analyzing and
synthesizing information and
articulating/defending a position*

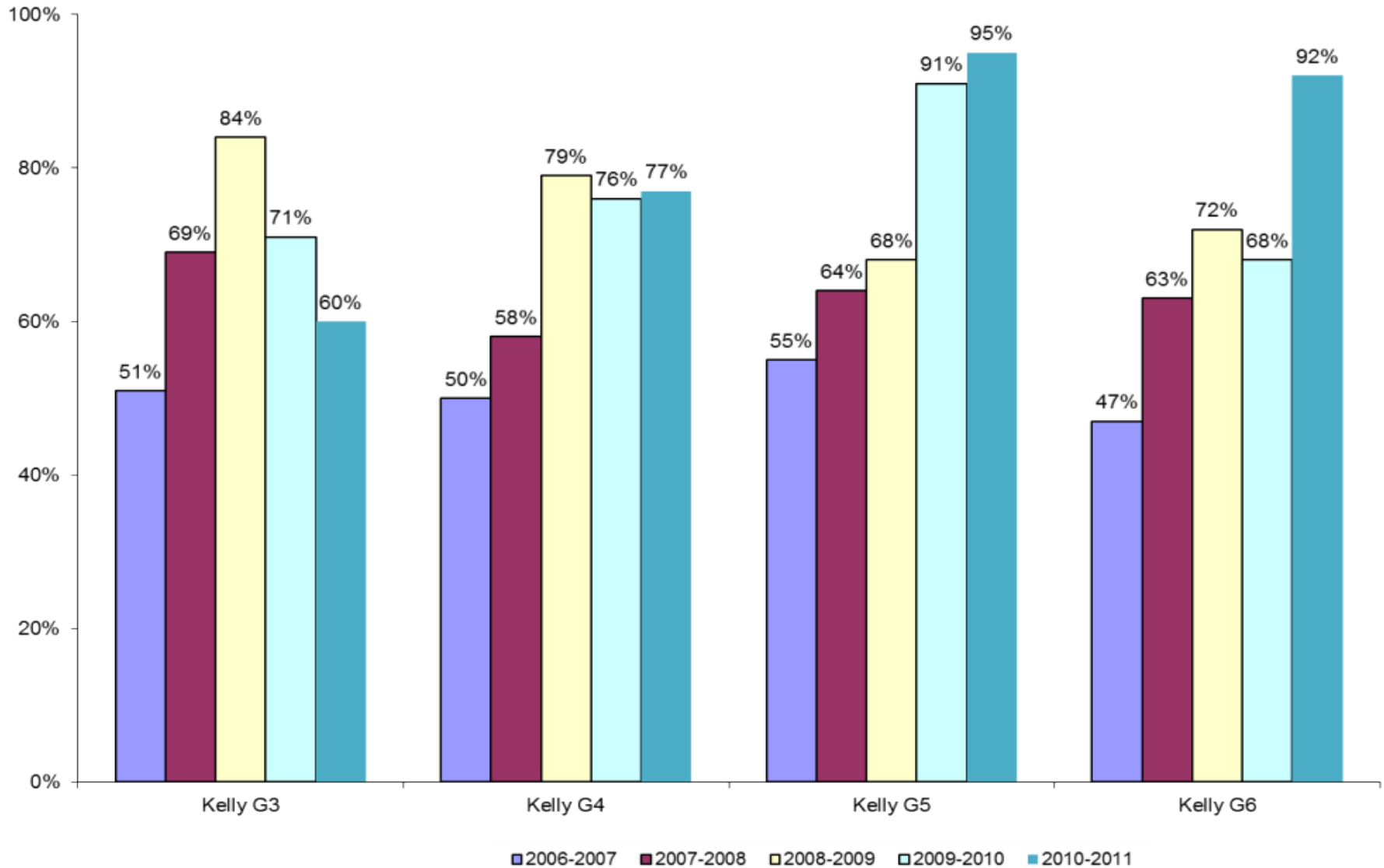
*As measured by:
Standardize Achievement Data
District Designed Assessments*

Connections Between CMT Data, District Based Measures and District Student Achievement Goal

		Our Reality				Our Goal (by 2015)
		Grade 3	Grade 4	Grade 5	Grade 6	
CMT Strands	Reader/ Text Connection	60%	77%	95%	92%	100% at goal
	Content and Structure	91%	84%	99%	97%	100% at goal
	Math Application	66%	80%	94%	76%	100% at goal
	Estimating Solutions to Problems	77%	83%	81%	74%	100% at goal
	Scientific Inquiry			95%		100% at 12+ grade 5
Other District Measures		No district measures currently identified or developed				Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

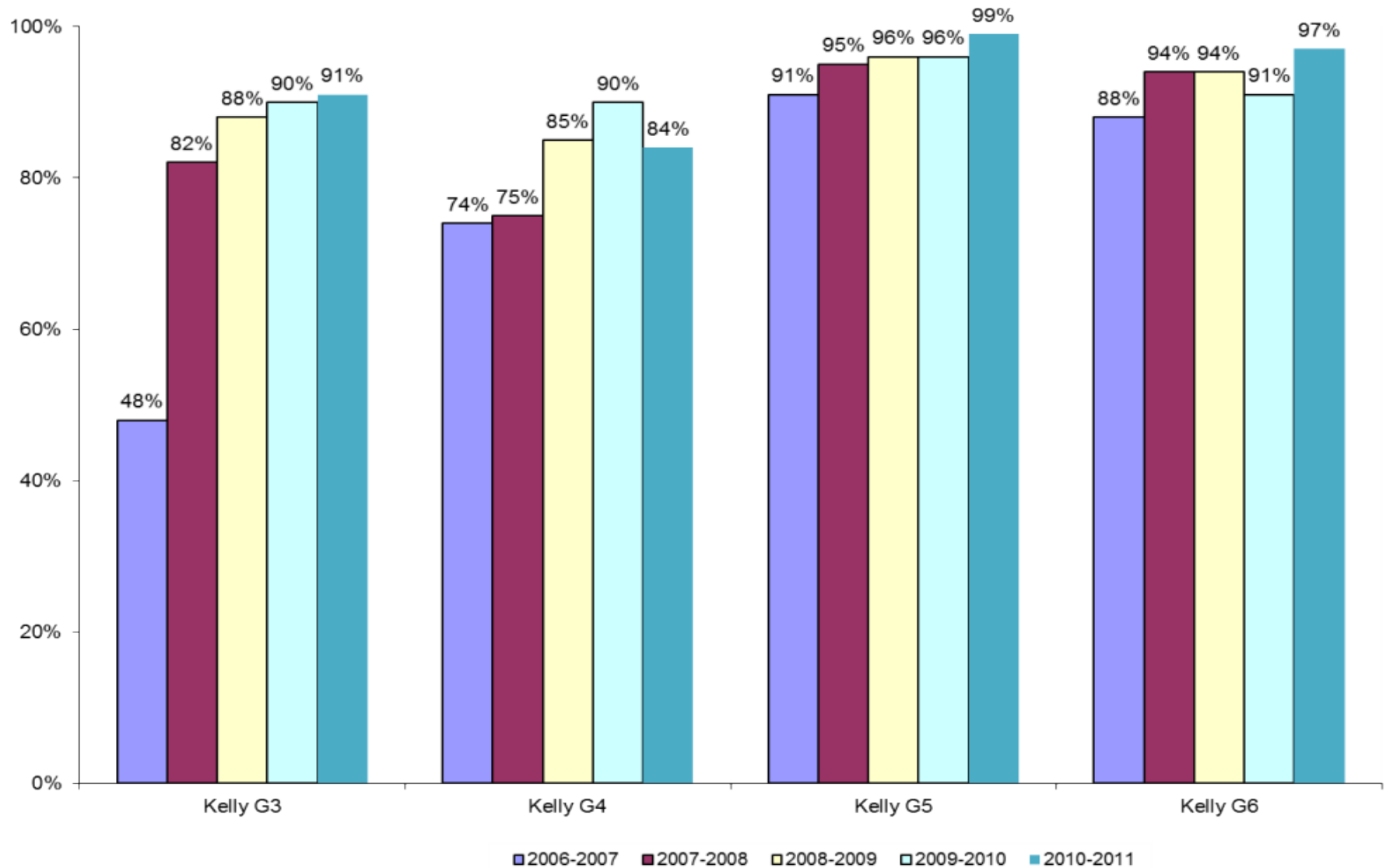
District Achievement Goal – Our Reality

Making Reader/Text Connections: % Students @ Goal



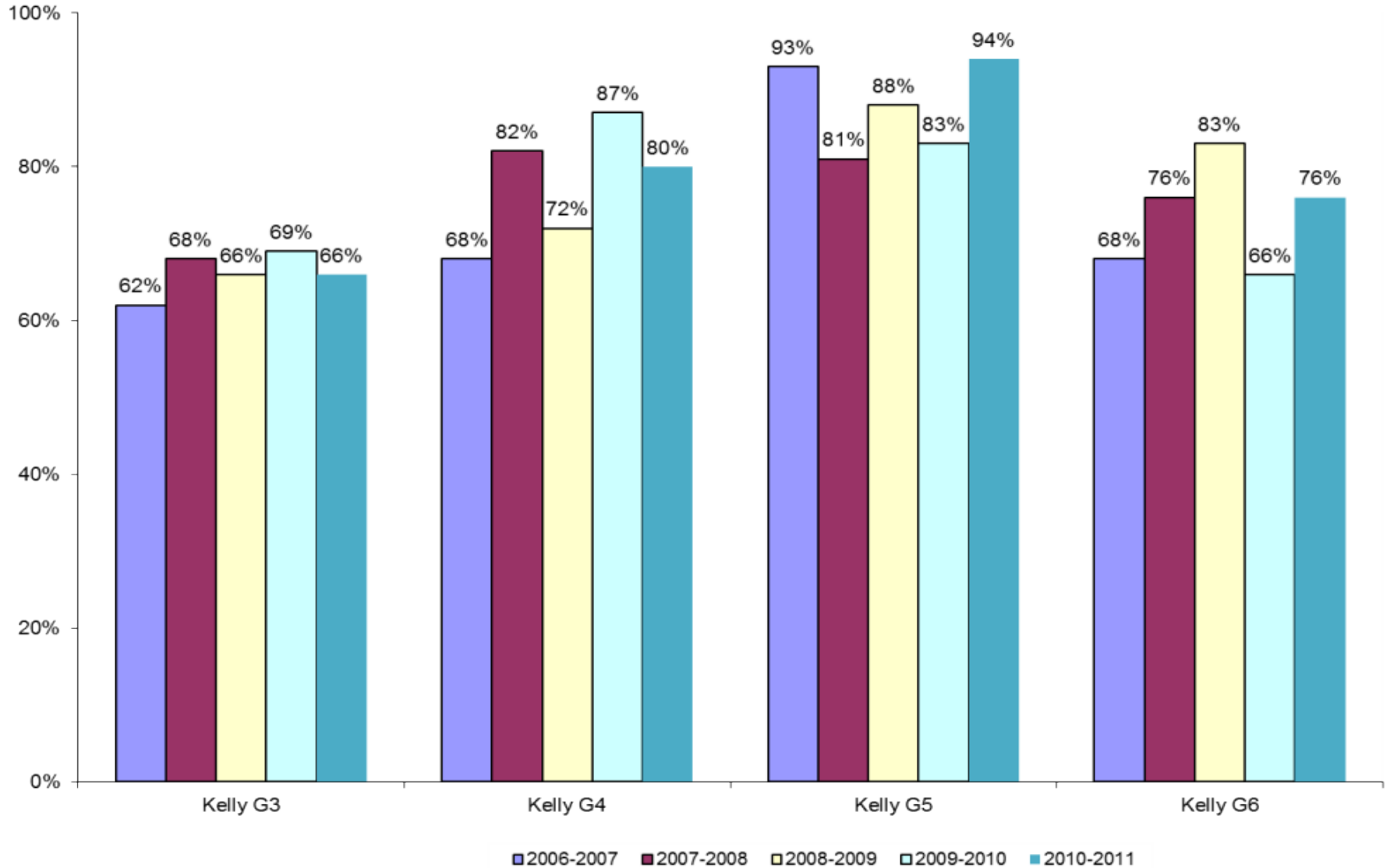
District Achievement Goal – Our Reality

Examining Content and Structure: % Students @ Goal



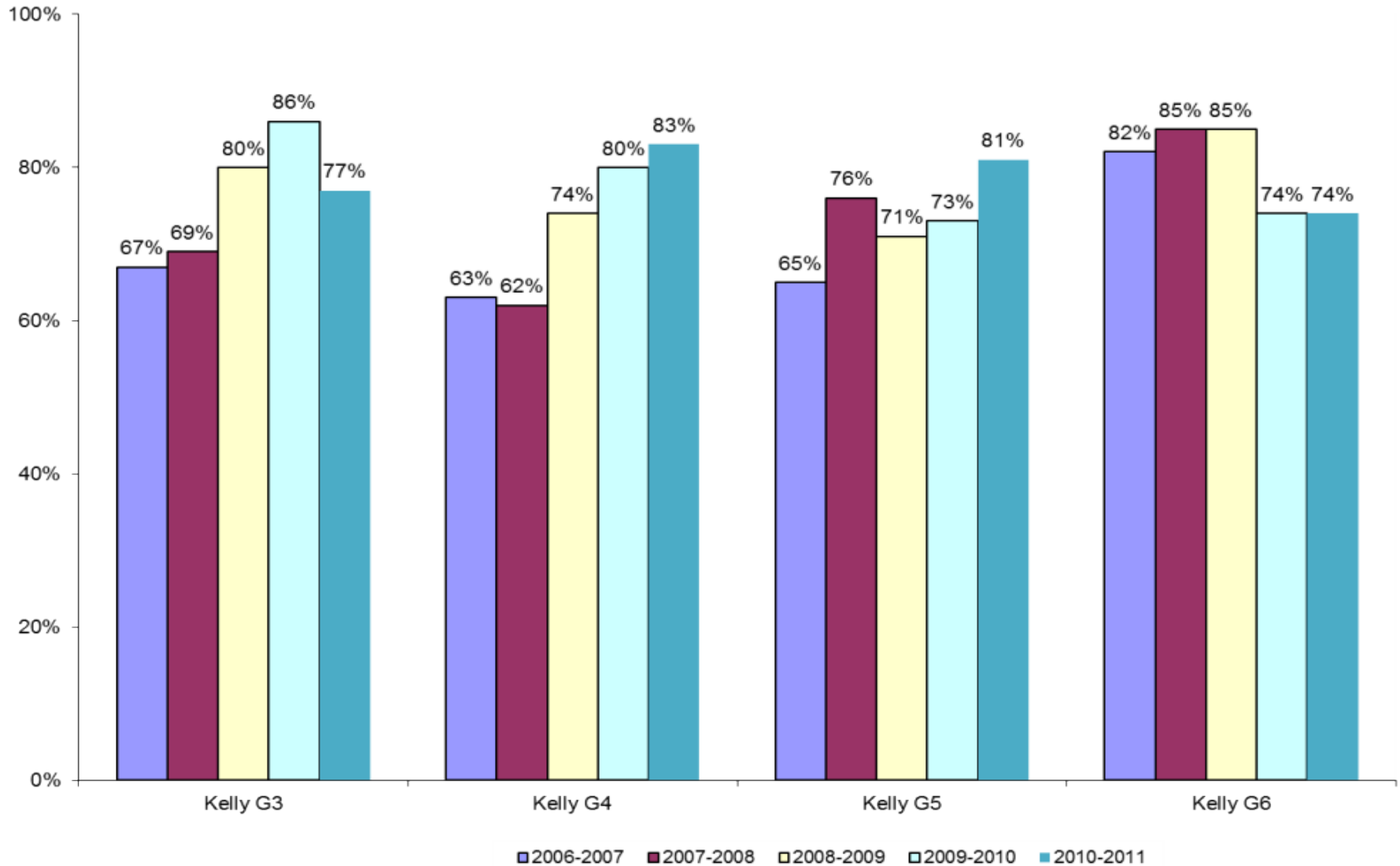
District Achievement Goal – Our Reality

Mathematical Applications: % Students @ Goal



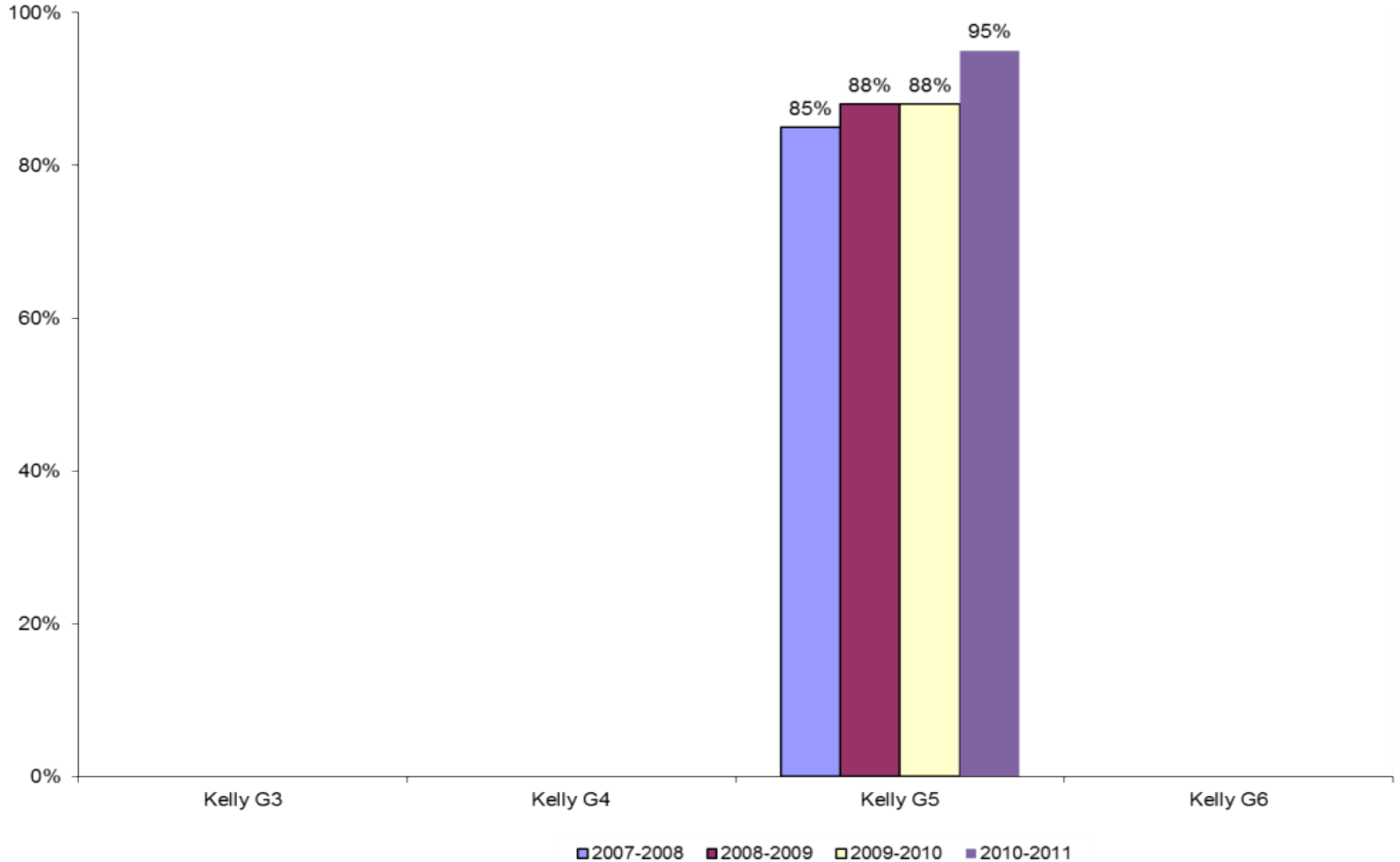
District Achievement Goal – Our Reality

Estimating Solutions to Problems: % Students @ Goal



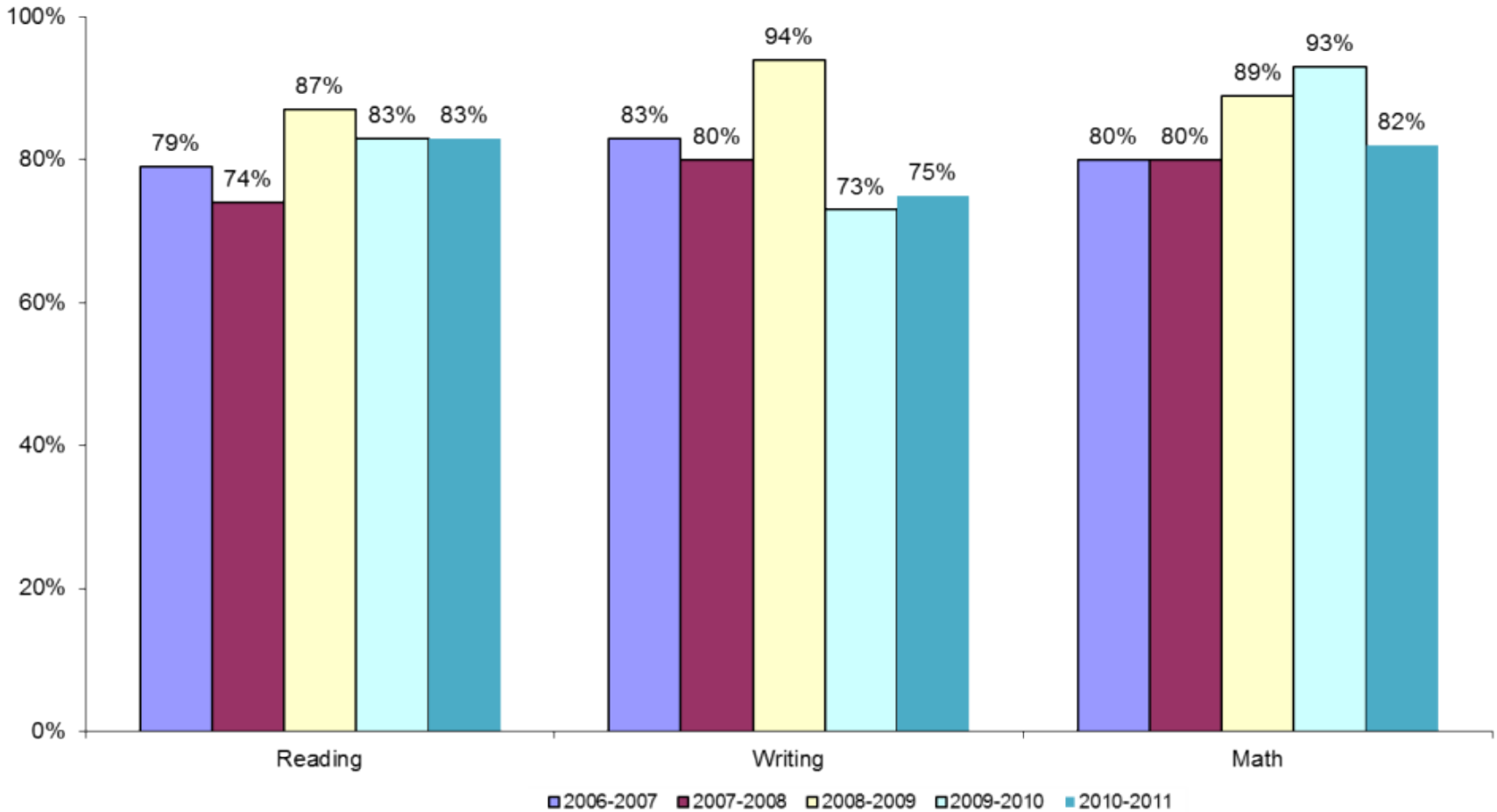
District Achievement Goal – Our Reality

Scientific Inquiry: % Students Scoring 12 or Above
(Max Score = 18)



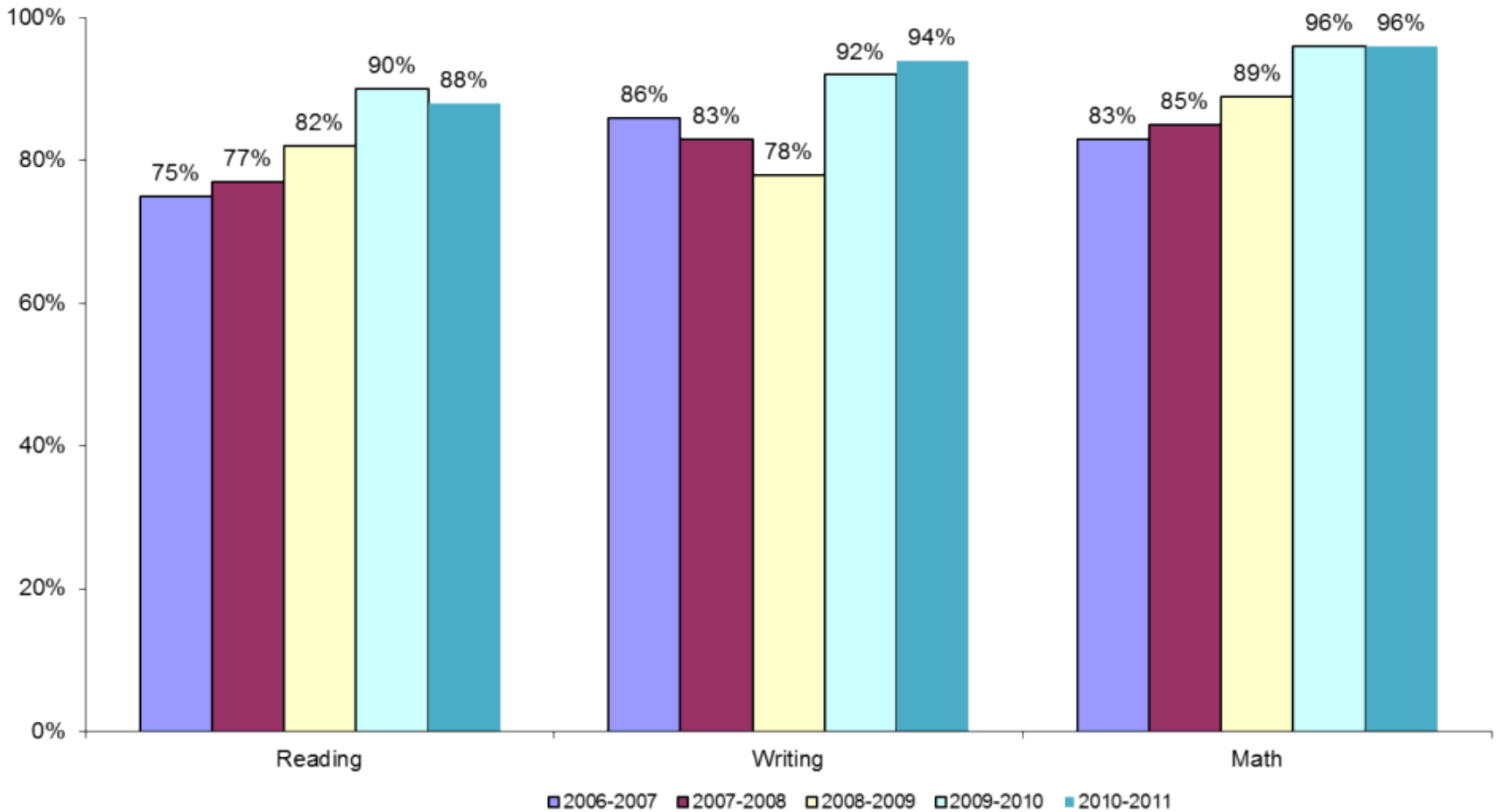
Our School's Reality

Grade 3: % At/Above Goal (Unmatched Cohort)



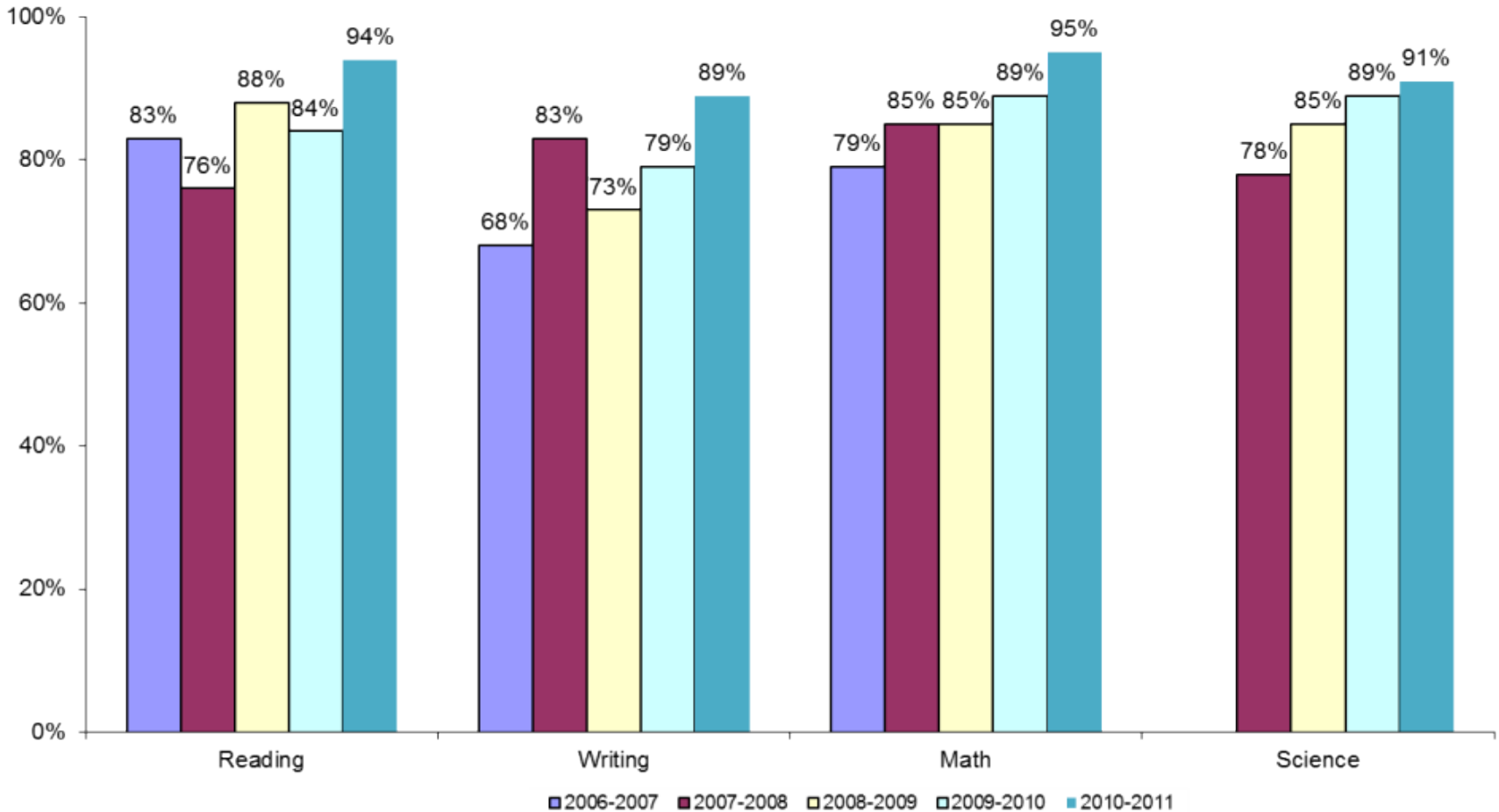
Our School's Reality

Grade 4: % At/Above Goal (Unmatched Cohort)



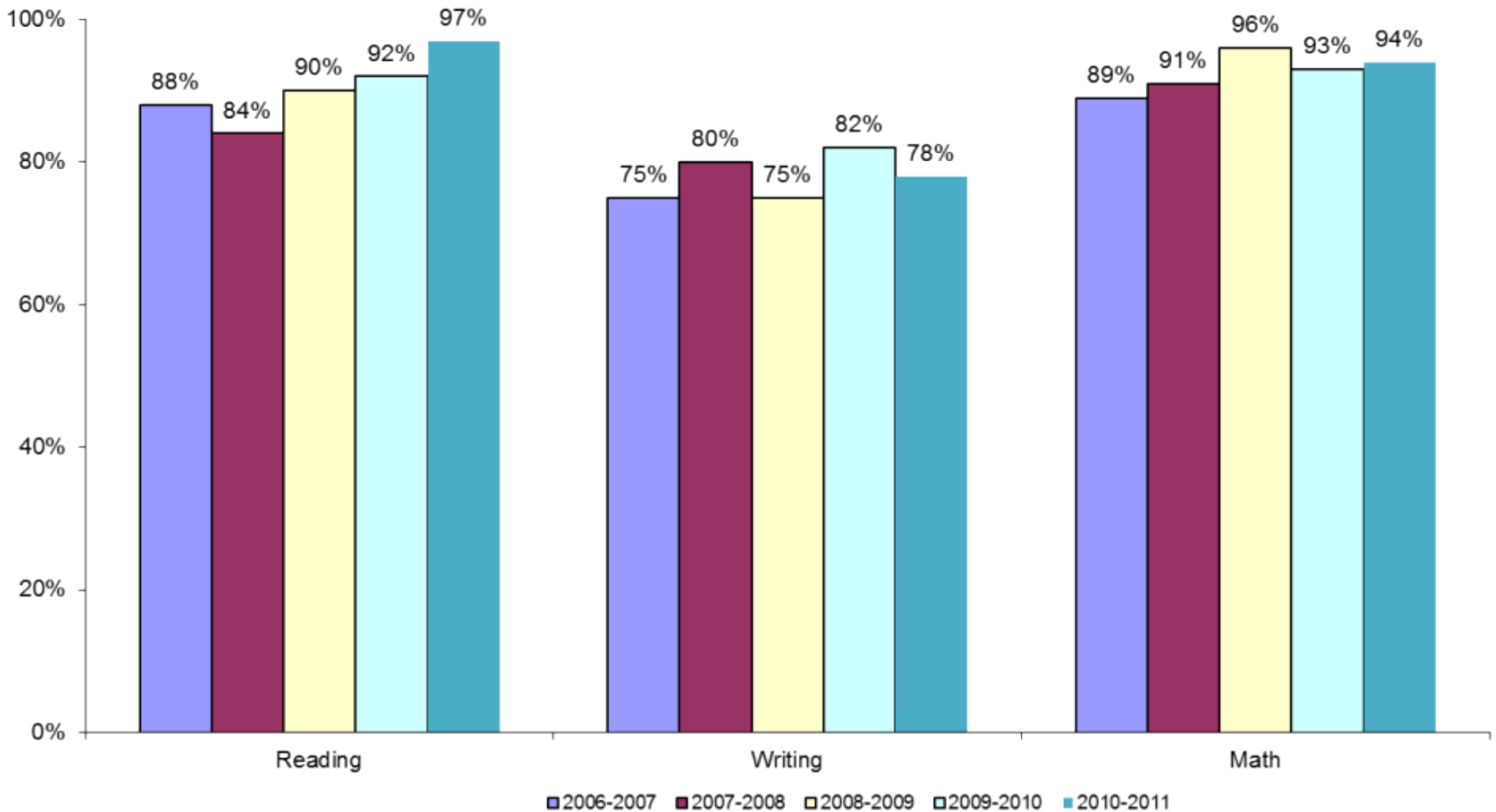
Our School's Reality

Grade 5: % At/Above Goal (Unmatched Cohort)



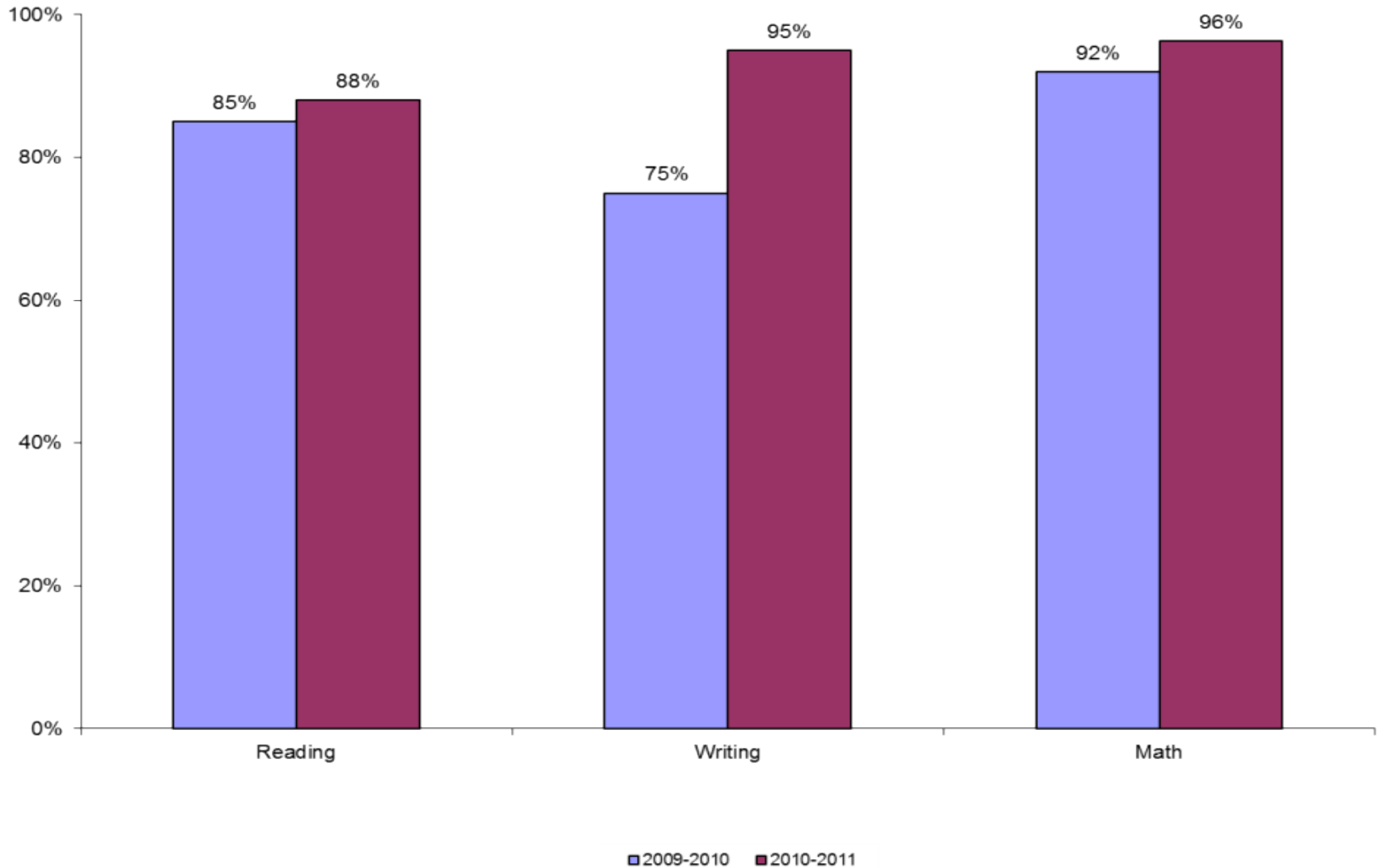
Our School's Reality

Grade 6: % At/Above Goal (Unmatched Cohort)



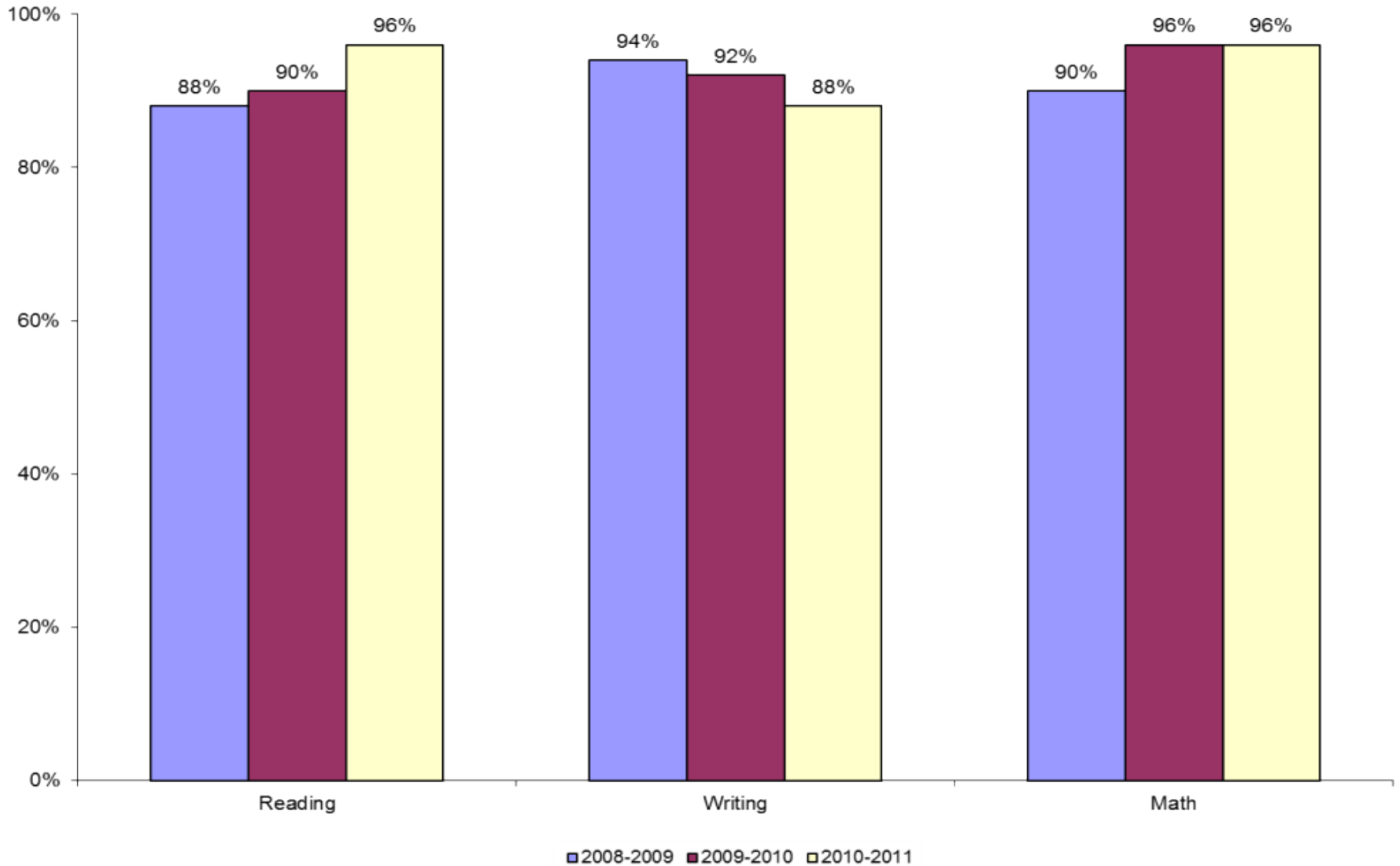
Our School's Reality

2011 Grade 4: % At/Above Goal (Matched Cohort)



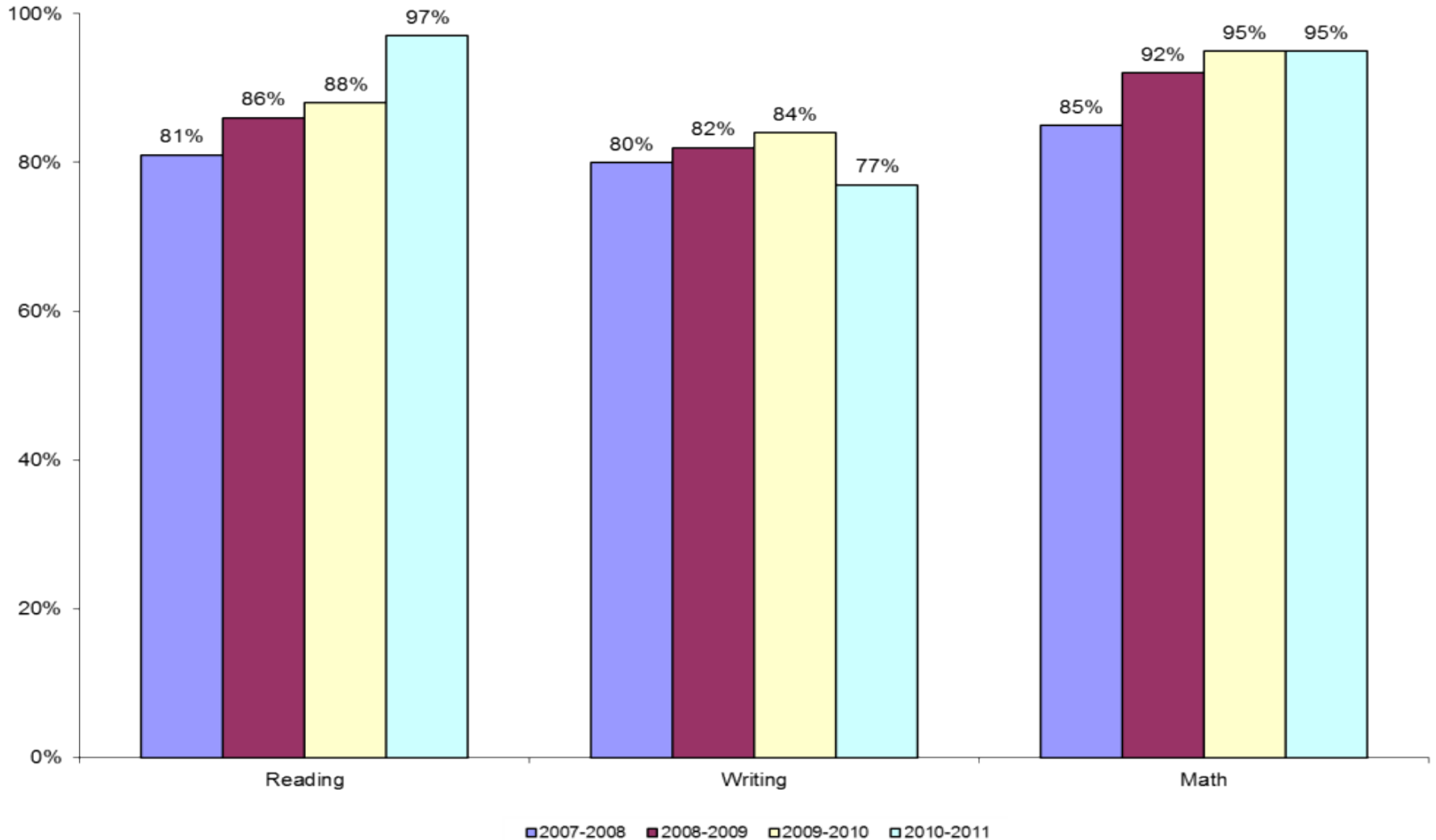
Our School's Reality

2011 Grade 5: % At/Above Goal (Matched Cohort)



Our School's Reality

2011 Grade 6: % At/Above Goal (Matched Cohort)



Action Plan

- *Examine CMT strand data - identify areas of strength and weakness*
- *Work towards the disaggregation of data to close the achievement gap*
- *Construct PLC team SMART goals to improve achievement for students at all levels*
- *Develop common formative assessments to provide on-going feedback about student progress at all levels*
- *Finalize the writing of and implementation of strategy based reading units*
- *Broadening and accelerating the use of instructional coaching in all content areas.*
- *Deepen the conversation and implementation of Writer's Workshop with an emphasis on conferencing and focused feedback*
- *Expand the use of the RTI process to address and meet the needs of accelerated learners*

Monitoring and Evaluation

- *District and classroom assessments in reading, writing, math and science*
- *SMART goal common formative assessments in reading, writing, math and science*
- *Monitor effectiveness of SRBI/RTI interventions*
- *Regular, ongoing attendance at SRBI, Team and PLC meetings by administration, with feedback to teachers*
- *Formal and informal observations*
- *Annual sharing of PLC team data with faculty*

Effective Collaborator

- Identifying and celebrating collaborative successes in both classrooms and clubs
 - Partner/pair-share work, Responsive Classroom, Destination ImagiNation, Stock Market Game
- School wide events
 - Family Activity Night and Triathlon
- Encourage student collaboration ideas
 - Book Buddies

Compassionate Contributor

- Developing a mindset and culture of caring/giving through faculty modeling and encouragement
- Reflecting on the positive results of Compassionate Contributions
- Establishing a Character Enhancing/Safe School committee to promote a climate of respect, cultural sensitivity and compassion.

Character Counts at Kelly Lane

Giving to others – Caps for Cancer, Food Drives,

Letters to Soldiers, Holiday Giving

- Ongoing Community Connections

Granby Seniors

Veterans Day

Meadowbrook

Other Important School Initiatives

- *Increased parent involvement - 100% conference attendance*
- *Peer Visits/Sharing among teachers*
- *Celebrating the 50 year anniversary of Kelly Lane*
- *National Blue Ribbon School of Excellence Celebration*

Wells Road Intermediate School

5 Year School Improvement Plan

2010-2015

5 Year District and School Student Achievement Goal

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synthesizing information and
articulating/defending a position*

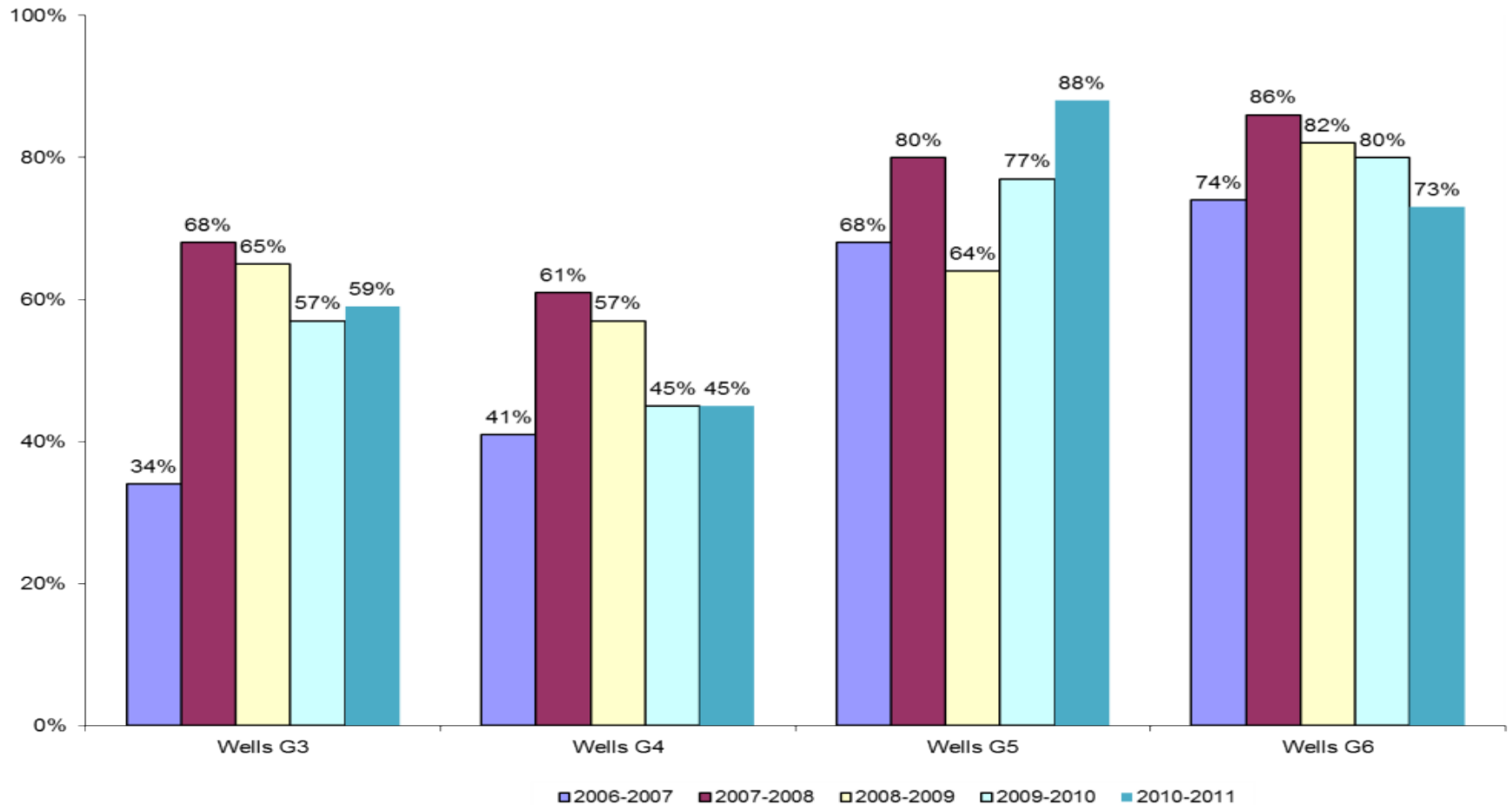
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	Math Application	56%	60%	92%	73%	100% at goal
	Estimating Solutions to Problems	63%	61%	72%	64%	100% at goal
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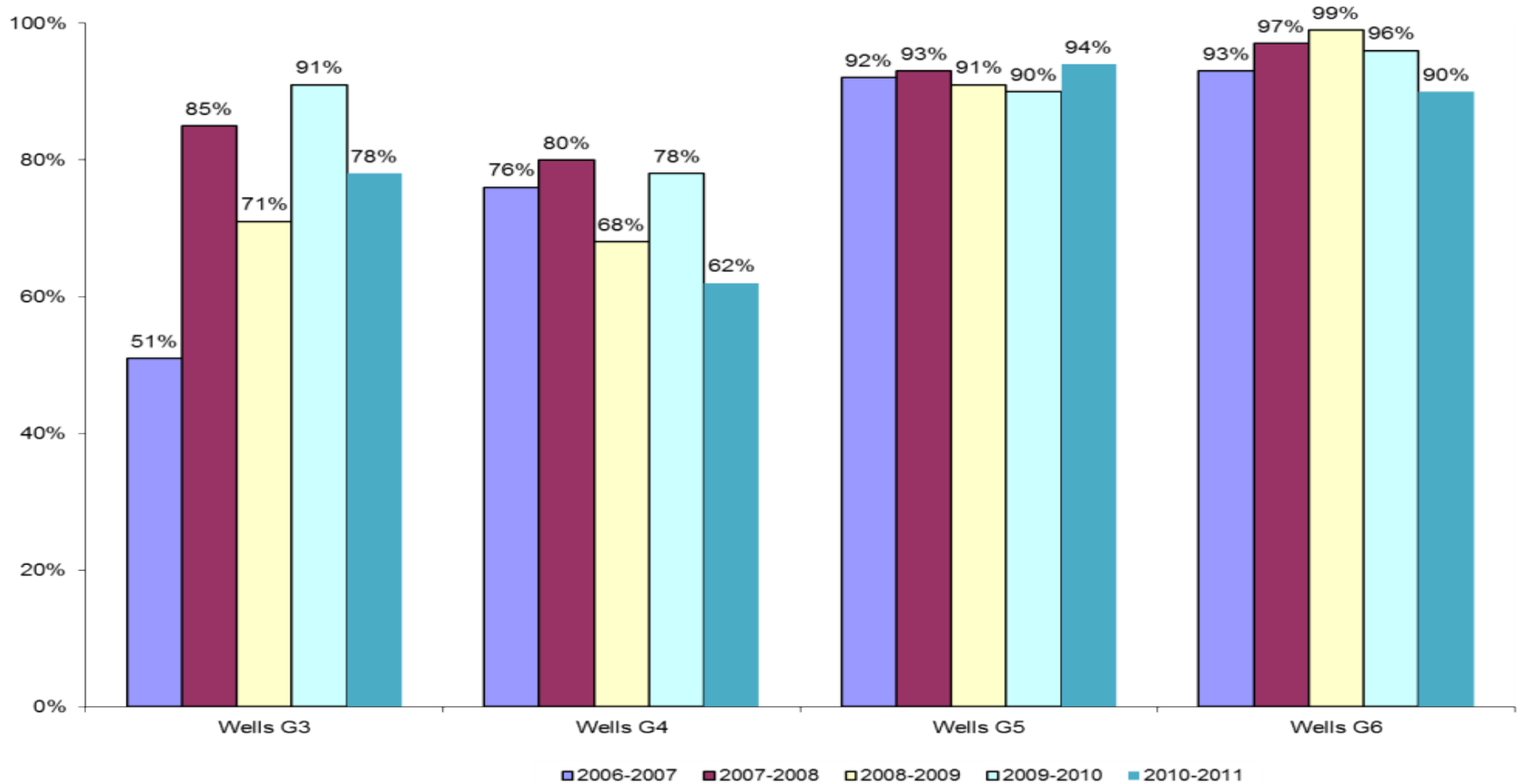
District Achievement Goal – Our Reality

Making Reader/Text Connections: % Students @ Goal



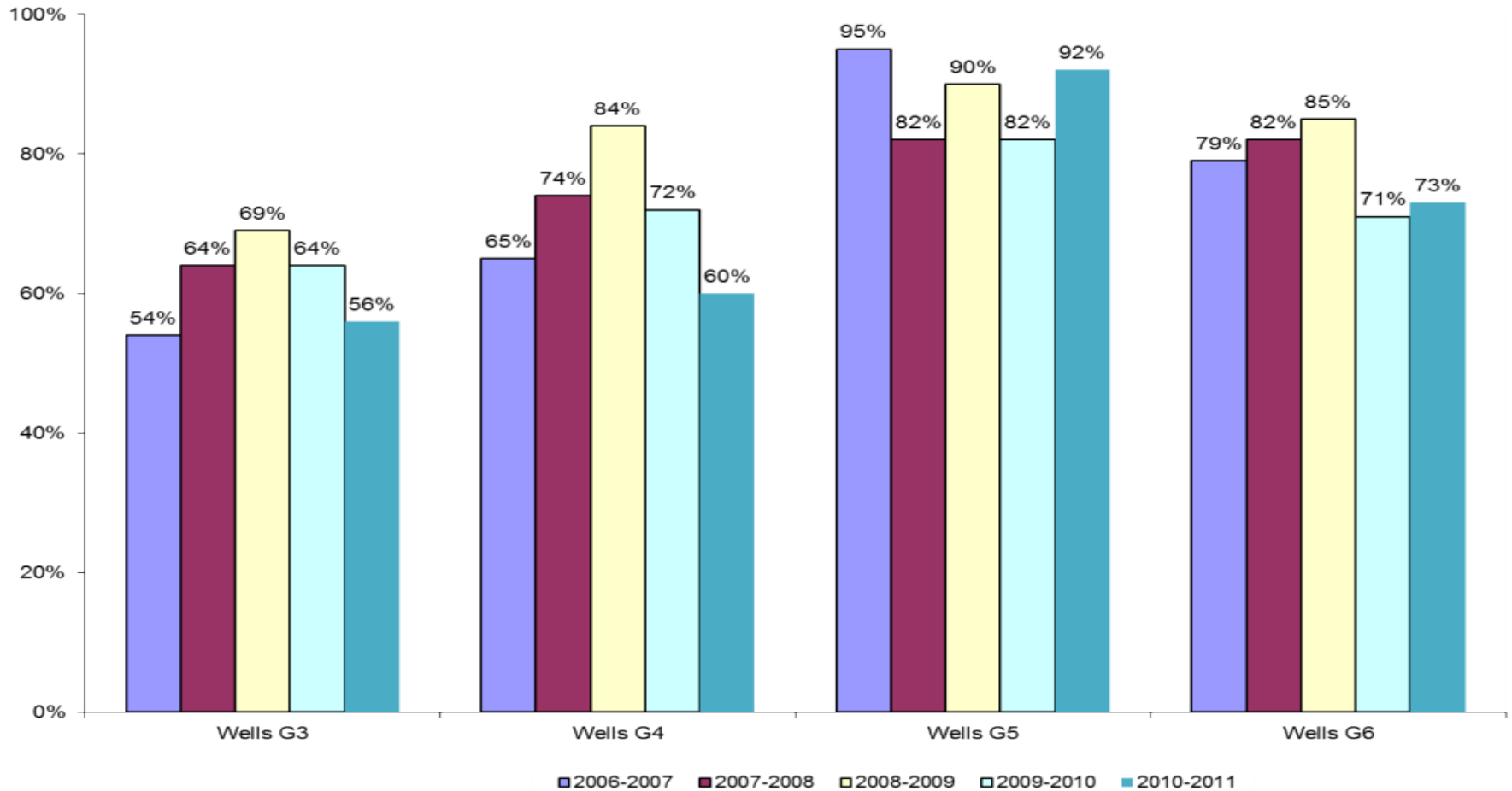
District Achievement Goal – Our Reality

Examining Content and Structure: % Students @ Goal



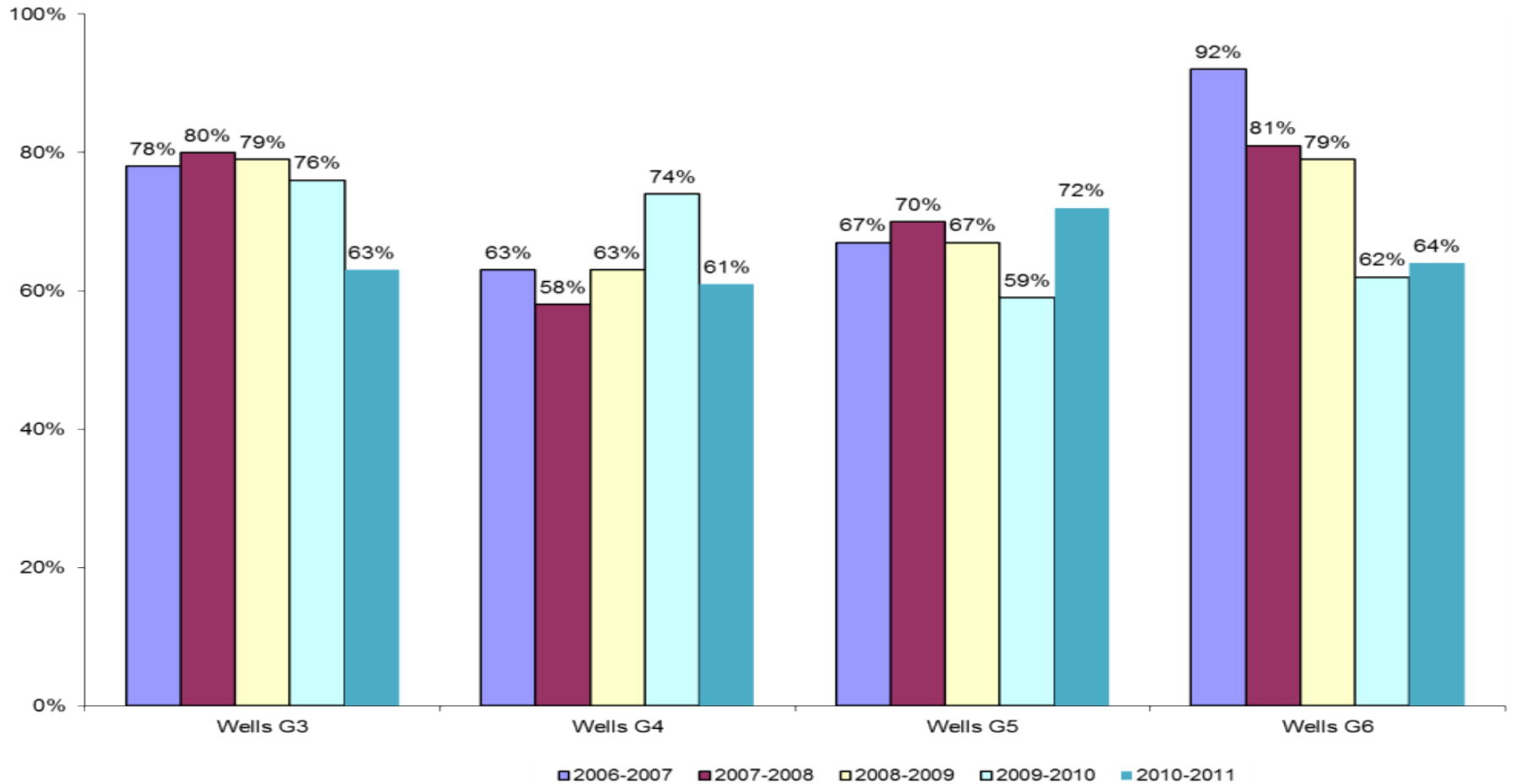
District Achievement Goal – Our Reality

Mathematical Applications: % Students @ Goal



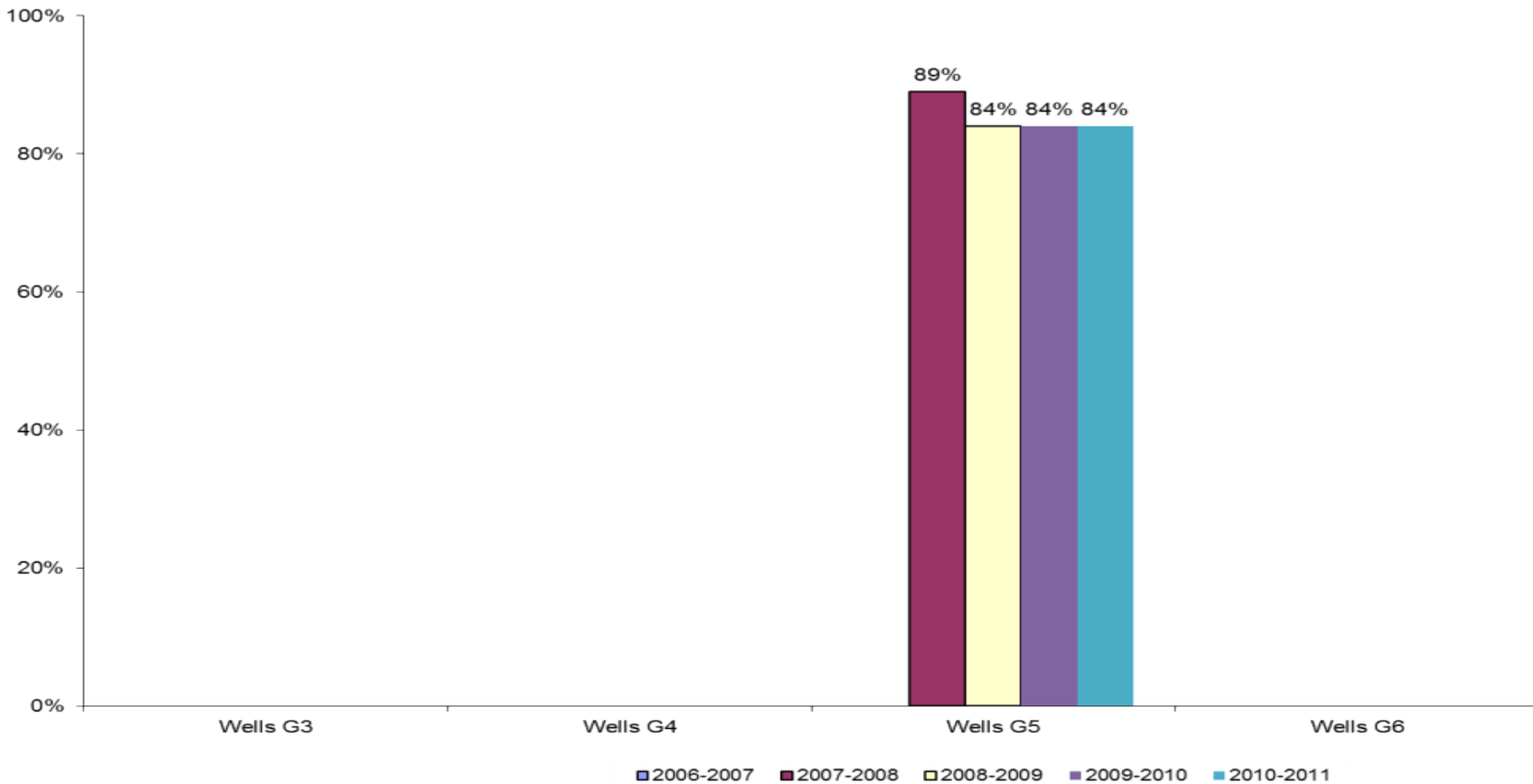
District Achievement Goal – Our Reality

Estimating Solutions to Problems: % Students @ Goal



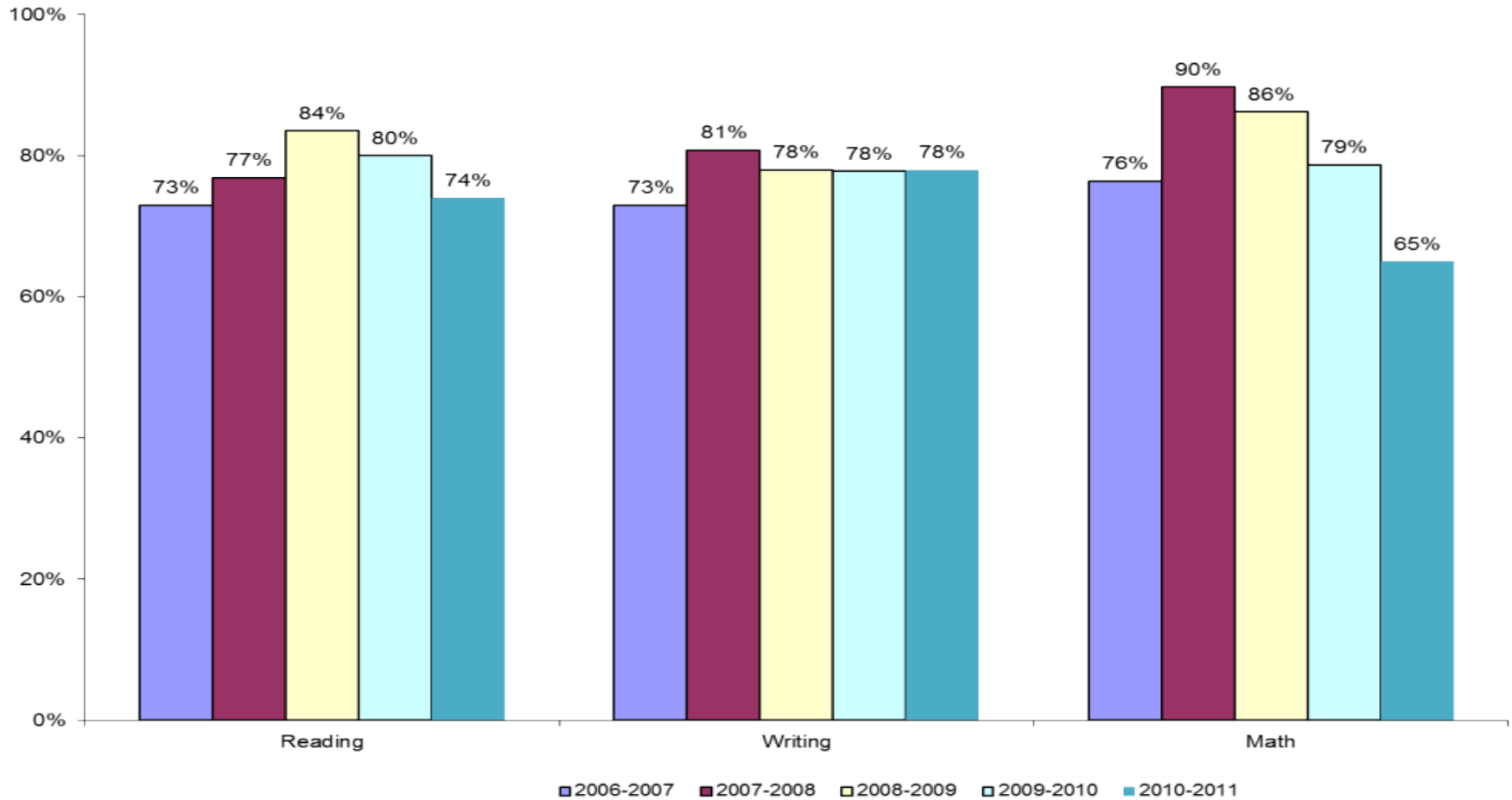
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Scientific Inquiry: % Students Scoring 12 or Above
(Max Score = 18)



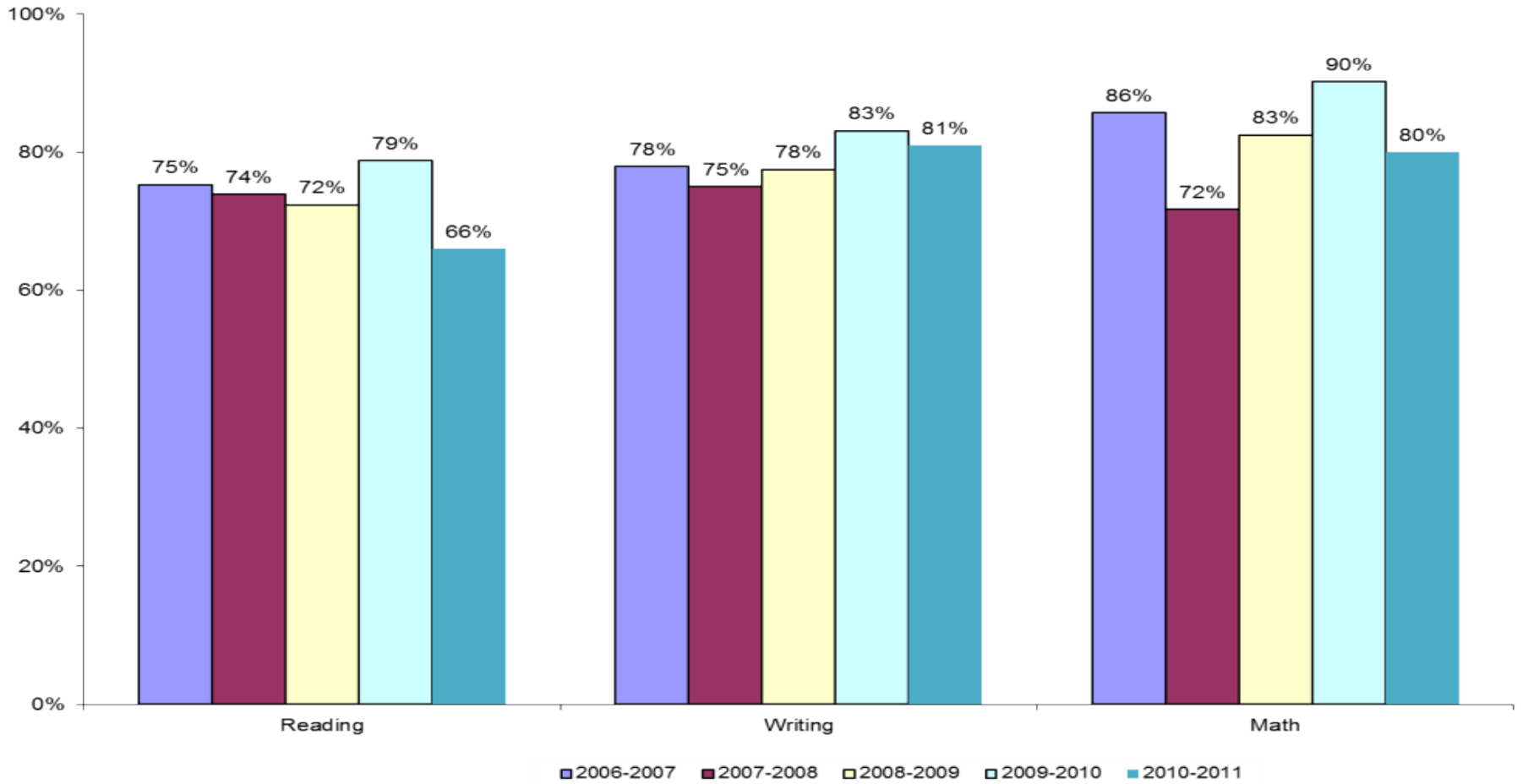
Our School's Reality

Grade 3: % At/Above Goal (unmatched cohort)



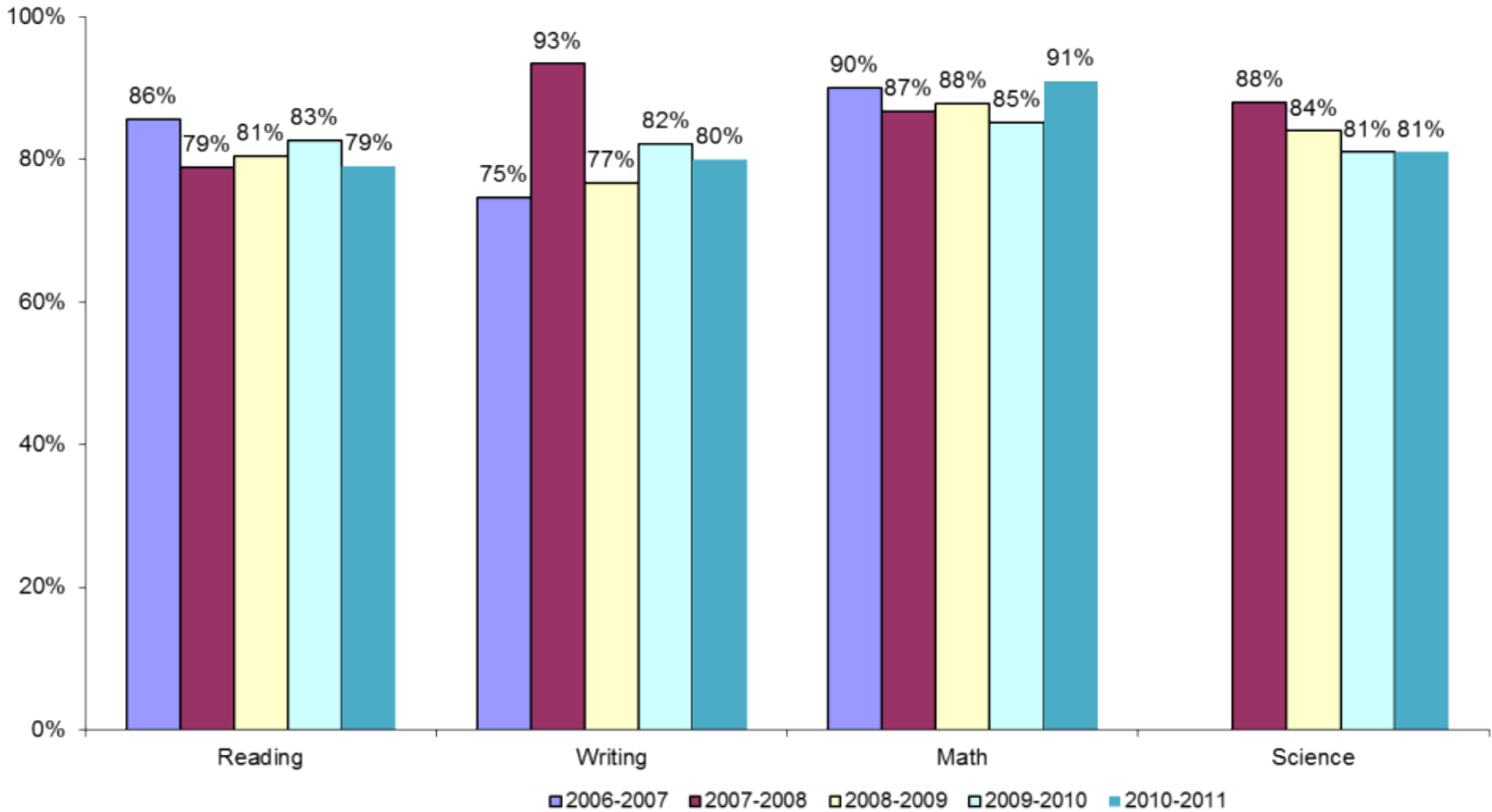
Our School's Reality

Grade 4: % At/Above Goal (unmatched cohort)



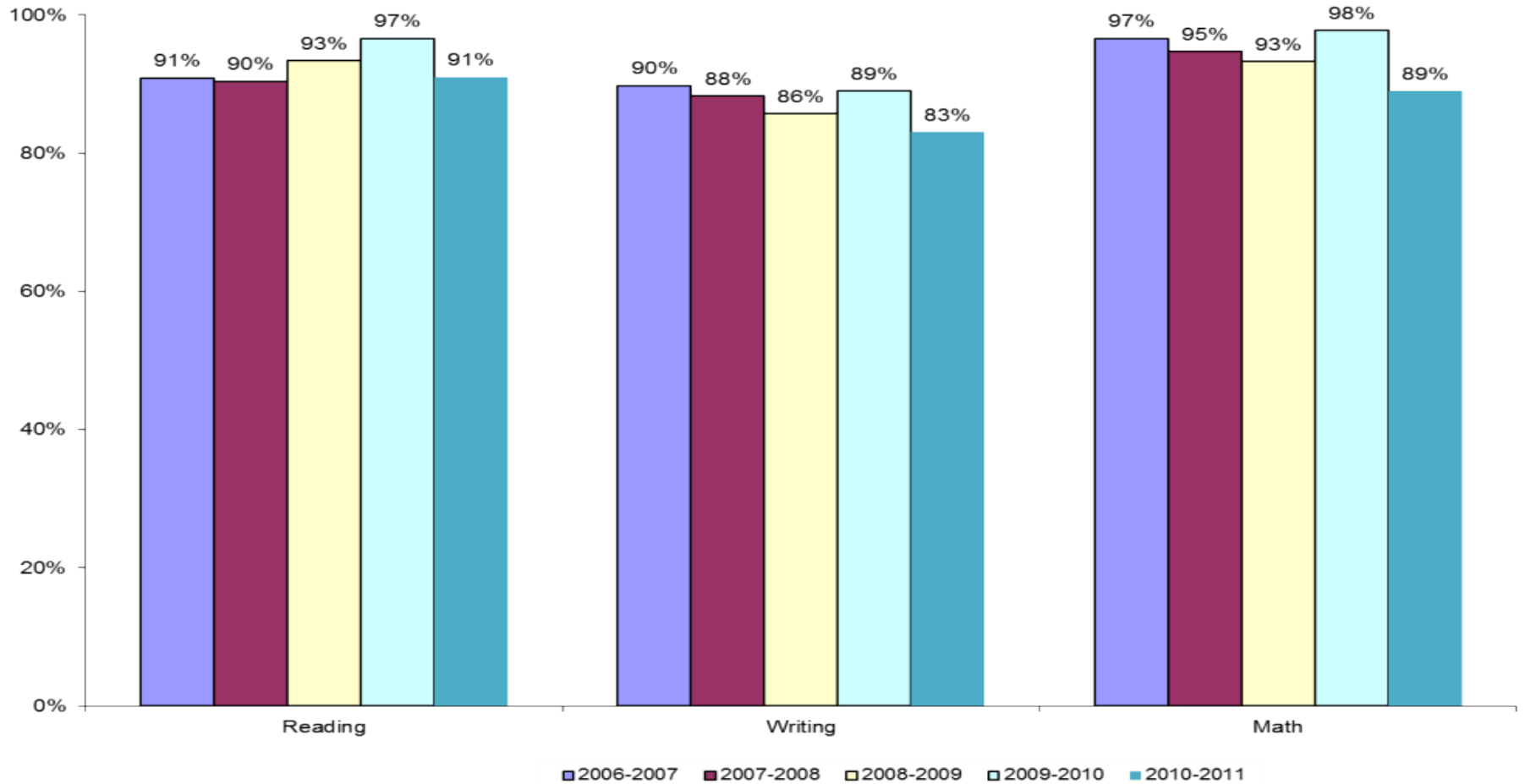
Our School's Reality

Grade 5: % At/Above Goal (unmatched cohort)



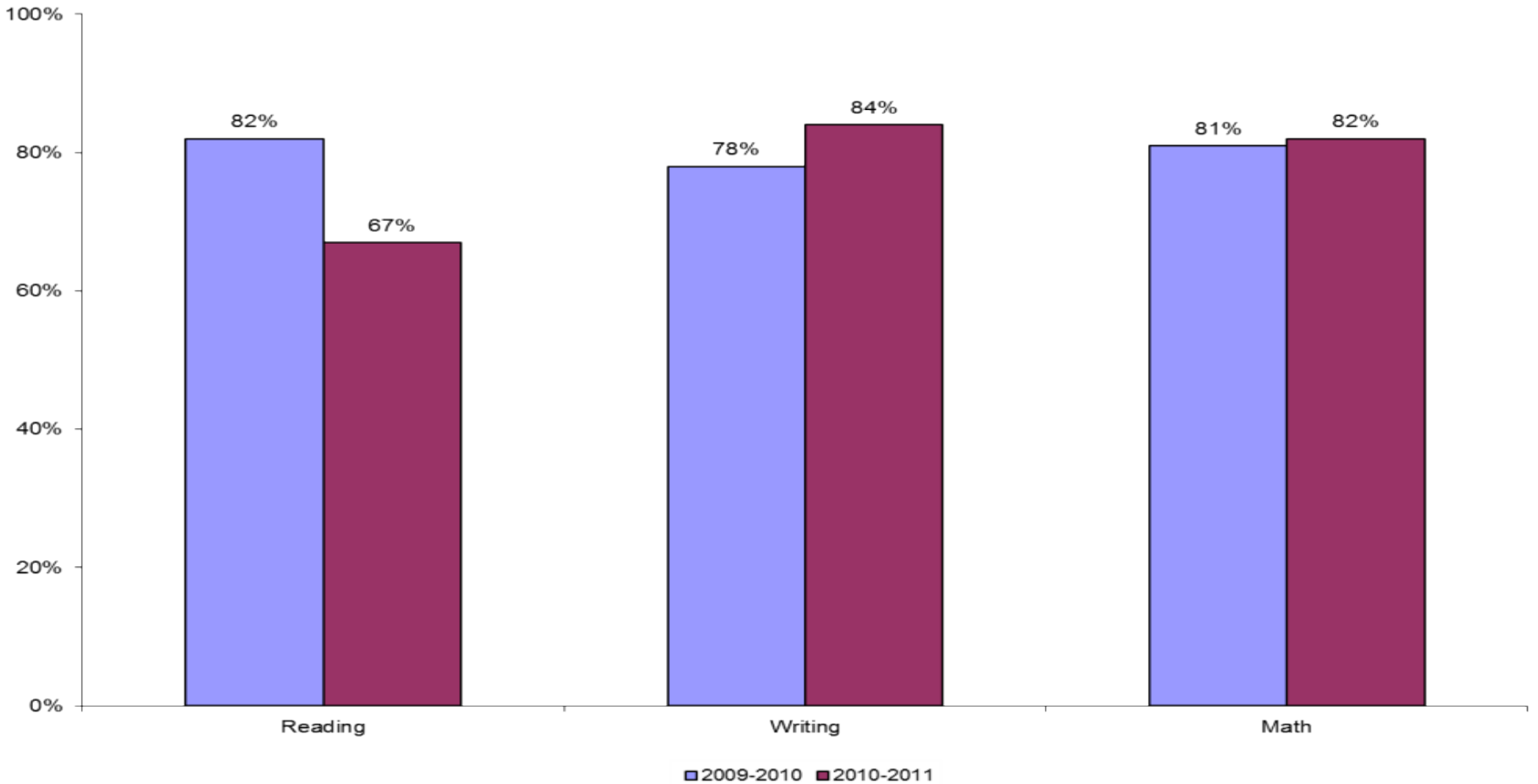
Our School's Reality

Grade 6: % At/Above Goal (unmatched cohort)



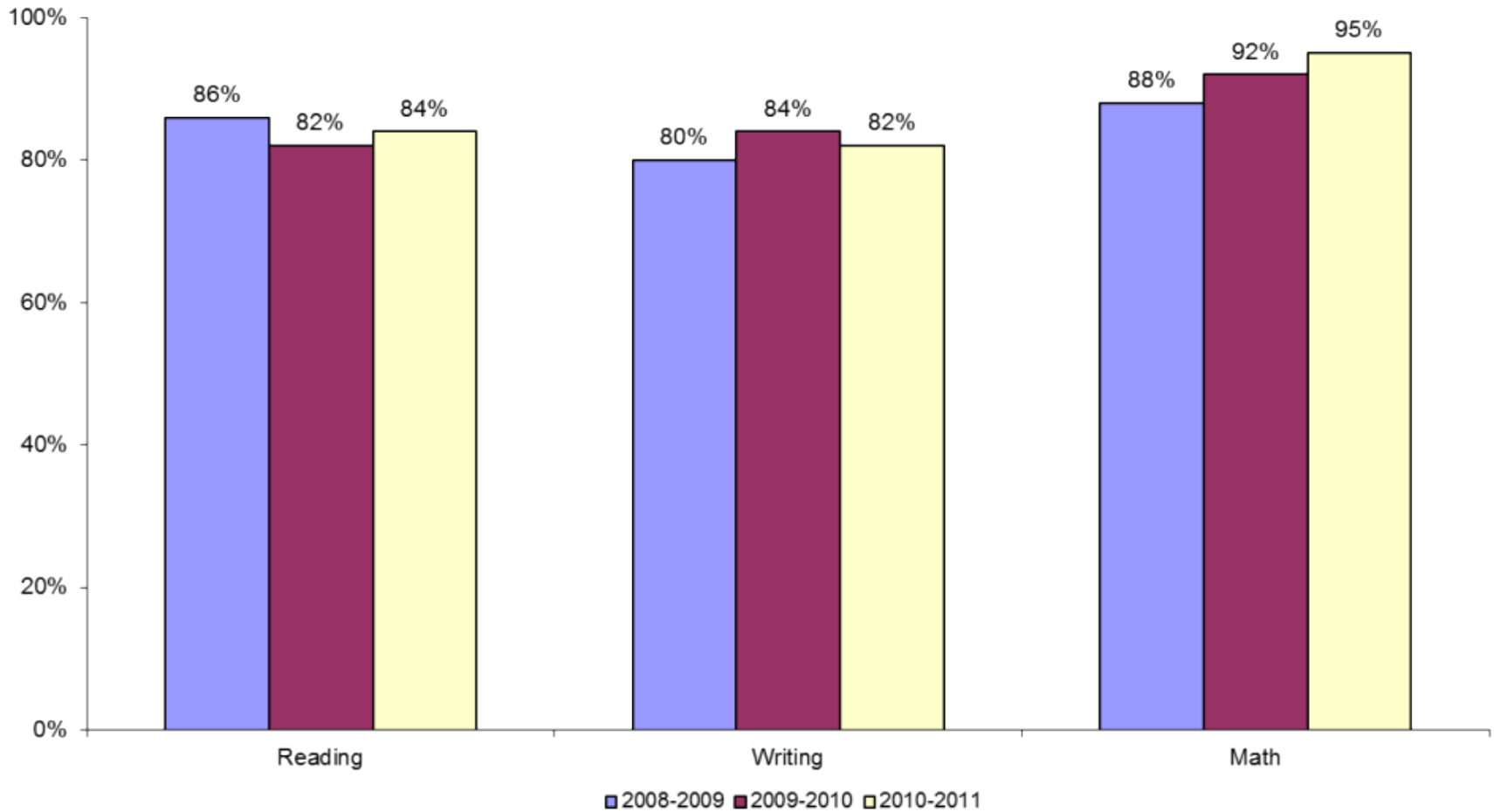
Our School's Reality

2011 Grade 4 Matched Cohort Data % At/Above Goal



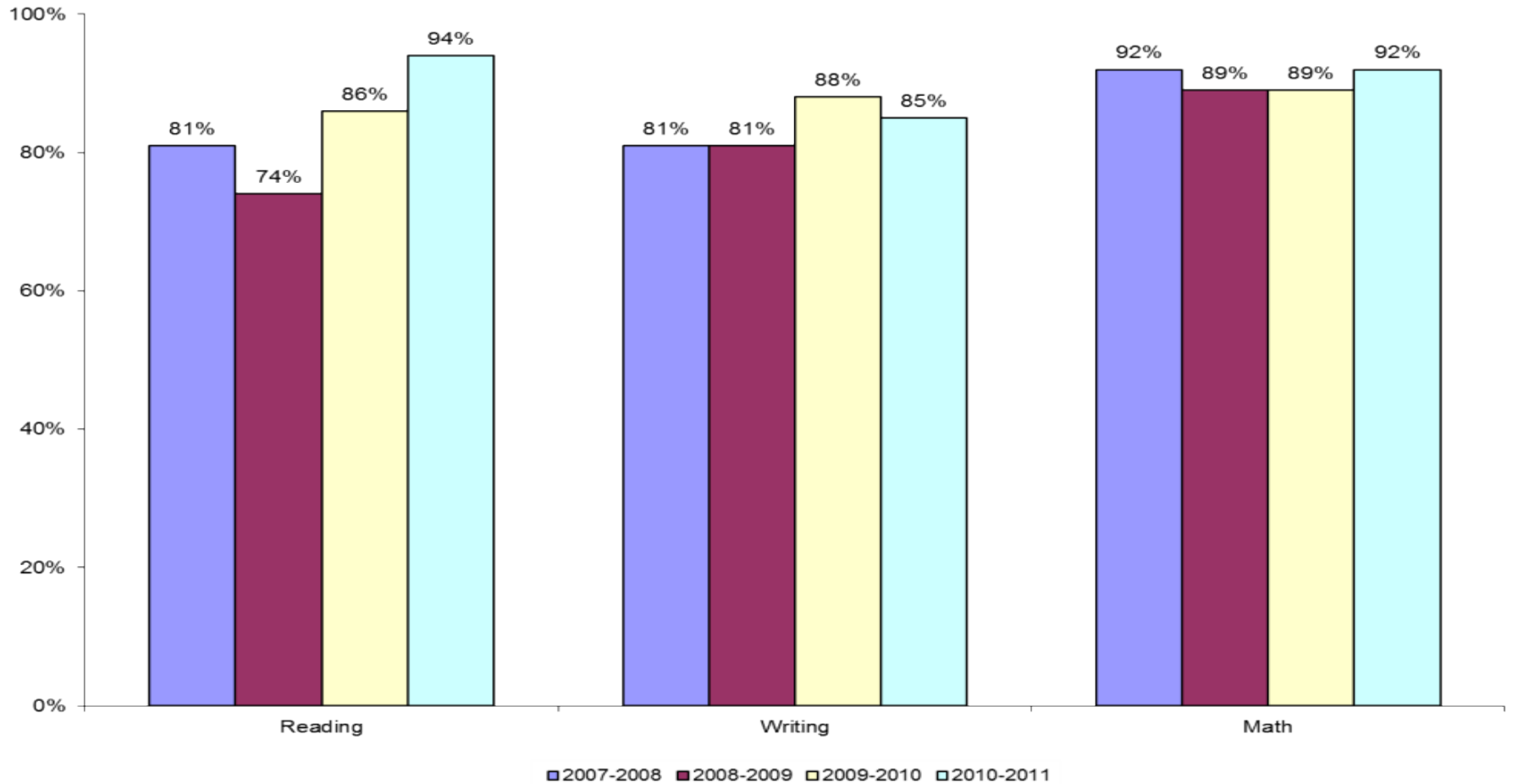
Our School's Reality

2011 Grade 5 Matched Cohort Data % At/Above Goal



Our School's Reality

2011 Grade 6 Matched Cohort Data % At/Above Goal



Action Plan

- *Examine benchmark assessments to identify areas of strengths and weaknesses*
- *Implement a process for data analysis to target skills measured by district, State and formative assessments.*
- *Review curriculum pacing guides and implement performance assessments to support all performance levels.*
- *Implement formative assessments to provide on-going feedback about student progress in targeted areas.*
- *Strengthen the work of PLC teams with ongoing feedback at all grade levels.*
- *Instructional coaching for Literacy and Math*
- *Share successful practices*

Monitoring and Evaluation

- *Benchmark assessments (reading, writing and math) are administered and reviewed in accordance with the District's assessment calendar*
- *On-going formative assessments are administered at each grade level to assess and identify instructional needs*
- *Monitoring of effectiveness of RTI interventions*
- *Annual sharing of PLC team data with faculty*
- *Structure conversations to share successes across buildings*

Effective Collaborator

- Student, parent, and school initiatives:
Harvest Fest, Parent sponsored afterschool game club, Jump Rope for Heart
- Cooperative Classroom work, Monthly Book clubs, Enrichment projects
- Morning News Broadcast
- Teacher Book Study
- Peer Sharing through class visitations

Compassionate Contributor

- School Climate
 - Building climate of cultural tolerance, compassion, and acceptance by establishing a School Climate Committee
 - Character Education – “All School Connectedness Survey”, Compliment Chain, “Kindness Matters” theme, “Wells Houses.”
- Fundraising – building community connections and responding to current events and social issues

Other important school initiatives

- *Deepening implementation of the Reader and Writer Workshop instructional model in all Literacy Blocks*
- *Instructional coaching for teachers*
- *Adopted process for analyzing data*
- *Peer Visits/Sharing among teachers*
- *Increasing parent school partnerships for learning*

**Regular Board of Education Meeting – Draft Minutes
September 21, 2011, 7:00 p.m.
Central Services**

Attendance Taken at 6:51 p.m.:

Present Board Members:

Cal Heminway
John O'Connor
Edward Ohannessian
Ronald Walther
Ms. Rosemarie Weber

Absent Board Members:

Marie Nicholls
Matthew Wutka

Mr. Heminway called the meeting to order at 7:00 p.m.

I. Public Comment

There were no public comments this evening. Mr. Heminway welcomed Sean Goodridge the Board's new student representative. Sean is a junior at the high school.

II. Administrative Reports

II.A. Superintendent's Announcements

- Mr. Addley welcomed middle school and high school administration, Greg O'Neil, students and Tim Cunningham, who has taken over as the Student Services Coordinator for Sue Sojka.
- Congratulations to Kelly Lane on becoming a national blue ribbon school. Over 200 schools in Connecticut one of 5 in the high performing category.
- Congratulations to Erin Edwards, our new Literacy Specialist at the Middle School, on the birth of her son Isaac.
- Zippslip software for field trips, etc. for the intermediate schools is going well. We went through some issue but are working through them. Parents seem to be thrilled with the program thus far.
- District & Community Partners will hold their retreat with administrators and teachers on Tuesday, 9/27.
- There will be a Superintendent's Forum on Wednesday, Oct 12th in the high school chorus room at 6:30 p.m.
- Granby Public School's will have a float at the Granby 225 Parade on October 1st.
- A reminder that there will be no school in observance of the Jewish holiday on Thursday 9/29.

II.B. Student Representative Reports

- For the Granby 225th Celebration the high school will be donating a float and the band will play in the parade.
- The high honors luncheon took place last week for the 4th quarter last year.
- Senior Planning Night was held last night.

- SAT testing begins on Oct. 1st.
- The boys' and girls' soccer teams won against Avon yesterday.
- There has been a lot of support for the high school football team.
- An Invisible Children Assembly will be held on Wednesday, 9/28.
- Auditions have begun for the upcoming performance of A Christmas Carol.
- There will be a field trip to Boston next week to see The Crucible for social studies and English classes.

II.C. Business Manager's Report

Mr. Harry Traver, Business Manager, presented the August Statement of Accounts. Certified salaries are running \$30k favorable which is lower than this time last year. There is an unfavorable number on vocational tuition for Suffield VoAg. We budgeted for 8 students and there are 11 students attending this year. Incoming tuition from Hartland is \$12K favorable. This statement of accounts was reviewed at the Finance Subcommittee meeting tonight and there were no issues.

II.D. Schools in the Spotlight

Dr. Law introduced Greg O'Neil to speak about Cooperative Work Education Programs at the high school. These programs are designed to prepare students for postsecondary education or students who are entering the workforce. The programs include internships, mentor program and school-to-career. There is a new program under mentoring called peer mentoring where students work with other students. Mr. O'Neil discussed the national job shadow day program and is already advertising for this event which happens in February. Laura Snyder and Katherine Blessis, who are interns at the Granby Drummer, spoke to the Board about their internship program. Currently there are approximately 62 students in the mentoring program, approximately 20 students in the internship program and over 160 participate in the Job Shadow Day program.

II.E. High School CAPT/SAT/AP Report

Ms. Diane Dugas, Director of Curriculum, Teaching and Learning, presented the CAPT/SAT/AP Report for the high school. Granby moved from 5th to 1st in math and from 7th to 1st in science in the DRG. Ms. Dugas then spoke about SATs, the ACT test and Advanced Placement. This is the fourth year that 10th and 11th grade students were given the opportunity to take the PSAT at the high school. Twenty-two (22) students took the ACT in 2011 which was an increase from 7 students in 2010. The high school offers 16 AP courses in a variety of disciplines. Enrollment for AP courses has been steady over the past 4 years.

II.F. School Improvement Plan for the Middle School

Mr. Paul Osypuk, Middle School Principal, presented the middle school's school improvement plan. CMT results were generally very pleasing and that eighth grade students ranked 1st in Math. The performance of 7th and 8th grade students in math have been great. The Board discussed the 7th and 8th grade Language Arts scores. Mr. Osypuk will be working closely with Mike Dunn, K-12 Language Arts Supervisor, to answer these questions and that they will be focusing work on the reading and writing scores. Student representative, Sean Goodridge, spoke about the writing prompt and how it is important to have a good topic to write about so students can have a connection. Mr. Osypuk then spoke about effective collaborators. The middle school is deepening the work of compassion by celebrating the positive contributions of faculty and students.

II.G. School Improvement Plan for the High School

Dr. Patricia Law, High School Principal, presented the high school's school improvement plan. She stated that the high school student participation in the summer reading program increased from 92% to 96% this year. Dr. Law spoke about the connections between CAPT data and the district student achievement goal. It was a great year with a 9% increase in response to literature. Granby was first in the DRG in math and science. Teachers are saying that students are having trouble making the connections and that is the area we have to work on. Mr. Addley inquired what we do when students already know the material. Dr. Law stated that you will see with higher order thinking skills that many students will be moved from the goal level to the advanced level.

Mr. Heminway requested that the agenda item, Superintendent's Evaluation, be moved to Executive Session. A Motion was made by Ed Ohannessian and seconded by John O'Connor to move the Superintendent's Evaluation to Executive Session. This Motion passed unanimously at 7:32 p.m.

III. Consent Agenda

III.A. Minutes

III.B. International Field Trips

A Motion was made to approve the consent agenda by Ron Walther and seconded by Ed Ohannessian. This Motion passed unanimously at 7:35 p.m.

IV. Old Business

IV.A. Athletic Fields & Custodial/Maintenance Facility Requirements

Mr. Fran Armentano, Director of Community Development, discussed opportunities for field space in close proximity to the existing high school fields. There are possible routes to look at as it is a very short distance. He stated that with regard to specific field locations, it is difficult if you want to be in walking distance from the high school. Mr. Armentano believes there are opportunities to consider available land spaces and extended an invitation to revisit the issue with the Board.

IV.B. Superintendent's Evaluation

This item was moved into Executive Session.

V. New Business

V.A. CABE Board Recognition Awards

Mr. Addley asked if the Board would like him to complete the application form for them this year. The Board decided to leave it on the agenda for the next meeting and they will look at their calendars.

V.B. Bid Process for Electricity Generation Contract

Mr. Traver, Business Manager, discussed the current five-year generation contract with Constellation Energy which expires in January. Mr. Traver stated that the Board would need to approve a bid process in order to let the Business Manager and Superintendent make the decision to accept a bid. The Board discussed doing a one-year contract as opposed to a five-year contract if the entire Board agrees. A Motion was made by Ed Ohannessian and seconded by John O'Connor to approve a bid process for a one-year contract with the Business Manager and Superintendent executing the contract. This Motion passed unanimously at 9:02 p.m.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

VI.A.1. Curriculum/Policy/Technology/Communication

Met last night to discuss rec for early child feasibility study and will be bring to the Board at a later meeting.

VI.A.2. Finance/Personnel/Facilities

This Committee met this evening and went over the statement of accounts, electricity generation proposal, and roof proposal for the high school. There are issues with leaks in the roof that are causing problems with the community gym floor. Prices have come in but are very expensive. We are looking at different repair options such as coating the bricks and concrete and will continue to pursue that.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

VI.B.2. CREC/CABE

CREC - Mr. Heminway stated that there was a CREC board meeting today and that there was an interesting discussion on bullying. Joanne Freiberg was at the meeting and spoke about the statute and problems she sees with it and what she is doing at the state level to modify the legislation.

CABE - CABE management and CABE directors met with Zippslip representatives today. Parent acceptance and utilization in Granby has been well received.

VI.B.3. Granby Education Foundation

The GEF is rolling out a Saturday program of the summer global learning academy. The program came in under budget and Mr. Addley stated that the support the GEF gave to the program was appreciated.

VI.B.4. District Efficiency Initiatives

Mr. Traver stated that he is chasing photovoltaic partners and potential suppliers and that grant applications expire on December 30th. He will be attending a clean energy conference on October 5th to see about any other opportunities.

VI.C. Calendar of Events

The calendar of events is as you see it.

VI.D. Board Member Announcements

The Board adjourned to an Executive Session to discuss a student matter and the superintendent's evaluation. Mr. Heminway stated that that Board will then adjourn after the Executive Session and go into a Non-Meeting to discuss collective bargaining. A Motion was made by Ed Ohannessian and seconded by John O'Connor to go into Executive Session and then into a Non-Meeting. The Motion passed unanimously at 9:15 p.m.

VII. Executive Session/Non-Meeting

The Executive Session and Non-Meeting adjourned at approximately 9:45 p.m.

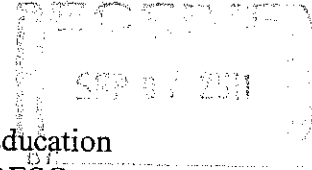
Respectfully submitted,
Linda Powell, Board Recorder



Connecticut Association of Boards of Education, Inc.

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August 29, 2011



TO: Chairmen and Superintendents in CABE Member Boards of Education
CABE Board of Directors, Education Affiliate Members and RESCs

FROM: Don Blevins, CABE President and Robert Rader, CABE Executive Director

RE: **CABE Board Recognition Awards**

The CABE Board Recognition Awards are designed recognize boards which provide effective leadership to their districts through the use of good practices. This program, which acknowledges the importance of school board members and superintendents working together as **effective teams**, continues an important trend among school boards associations across the country.

The Board Recognition Awards was redesigned last year.

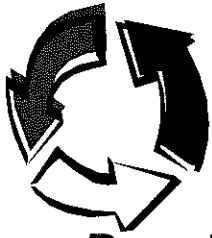
- **CABE Board Leadership Award - Level One** includes 34 items and boards need to fulfill 22 of these with at least three completed in each of the following areas: board leadership/ student achievement, board member professional development, policy, community relations, and related organizational leadership.
- **CABE Board of Distinction Award - Level Two** recognizes Boards which are truly exemplary. To be eligible for this higher level of award, the Board must have achieved Level One distinction at least **twice** in the past **four** years. Boards must achieve at least **two** Level Two items in each Level Two category to receive this award.

An optional question in Level One and Level Two, asks about what makes your Board's leadership especially effective. These responses will be printed in the *CABE Journal*.

The Awards will be presented at the CABE Leadership Awards Reception at the CABE/ CAPSS Convention on Friday, November 18, at the Mystic Marriott Hotel in Groton. Winning Board Chairs and Superintendent will receive their invitation to this reception the week of October 17. All members of your board of education who are attending the Convention are invited to attend the ceremony.

Districts receiving the award for the first time will receive a plaque; in years following, plates for the plaque will be provided. Winning districts will also be honored, for one year, on a plaque that hangs in the Leonard Rovins Conference Room at the CABE Office and will be recognized in the December *CABE Journal*. (See enclosed Brochure)

DEADLINE for Submission: OCTOBER 13, 2011



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as "teams." The CABE Board Recognition Awards are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One CABE Board Leadership Award.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the Board of Distinction Award. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the Board of Distinction Award. Boards must achieve at least two Level Two items in each Level Two category to receive this award.

All awards are presented at the CABE/CAPSS Convention.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

- A. The Board has developed district goals for this year. *(send copy of goals)*
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months. *(send copy of plan)*
- C. The Board has conducted a superintendent evaluation in past 12 months.
- D. The Board monitors its performance against a Board of Education code of conduct. *(send copy of code)*
- E. The Board has conducted meetings pursuant to Board policy.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. *(send copy of meeting calendar)*
- G. The Board conducts orientation for new Board members.

Level Two (minimum of two)

- A. The Board of Education works to improve student achievement. *(describe)*
- B. The Board relates the mission statement and goals to agenda items. *(give examples)*.
- C. The Board supports the appropriate use of technology in educational programming. *(give examples)*.
- D. The Board uses data to make informed decisions regarding student achievement. *(give examples)*

2. Board Member Professional Development

Level One (minimum of three)

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
- B. The Board provides adequate funds to permit Board members to take part in training.
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months.
- D. A majority of the Board participated in the CABE Board Member Academy in last 12 months.
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months.
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation.
- G. At least one Board member has participated in the CABE Leadership Academy during this year.



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Level Two (*minimum of two*)

- A. The Board has developed district goals and reviews them on a regular basis. (include examples)
- B. At least 2 members of the Board have participated in the CABE Leadership Institute.
- C. The Board has incorporated Board professional development into policy? (provide examples)
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. (include copy of agendas)

3. Policy

Level One (minimum of three)

- A. The Board has developed and adhered to procedure for policy review. (*send procedure*)
- B. The Board has reviewed all policies over the last three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version.

Level Two (*minimum of two*)

- A. The Board relates all agenda items to appropriate policies. (show sample agendas that show this practice)
- B. Policy discussions are a regular part of Board meetings. (include agendas where this takes place)

4. Community Relations

Level One (minimum of three)

- A. The Board has clear, written policies on Community-Board Relations. (*send copy*)
- B. The Board provides opportunities for appropriate participation at meetings by members of the community. (*send copies of two recent agendas*)
- C. The Board seeks active community involvement with the schools.
- D. The Board demonstrates cooperation with news media.
- E. The Board promotes the school system to the public. (*send copies of information disseminated*)
- F. The Board disseminates information to the public on its decisions in unified, timely manner. (*send copy of information provided*)

Level Two (*minimum of two*)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, etc.) during the past year. (show agenda and report the end results of the program).
- B. The Board has successfully worked with other community leaders. (include description and/or supporting documentation).
- C. The Board works with the community's local cable access channel. (describe)
- D. The Board works with other Boards of Education. (describe)

5. Related Organizational Leadership

Level One (minimum of three)

- A. A Board member serves on the CABE Board of Directors.
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network.
- C. One or more Board members actively serves on a RESC Board.



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

- D. One or more Board members participated in NSBA Convention, CUBE or other NSBA-sponsored activity in last 12 months.
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months.
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years.
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service.

Level Two (minimum of two)

- A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. (attach a copy of any handouts and presentation materials)
- B. The Board has sponsored a Legislative Breakfast or some other legislative event.
- C. The Board works closely with its local legislative delegation to improve the schools. (describe)
- D. The Board sponsors an annual area meeting.

Optional Question:

Level One

Please tell us what, in your opinion, makes your Board's leadership especially effective.

Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

Board Chair	Date
Superintendent	Date



CABE Board Recognition Awards Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, all Board members must sign the application

<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
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<i>Board Member</i>	<i>Date</i>



**Finance/Personnel/Facilities Subcommittee Meeting Minutes
September 21, 2011
5:30 p.m.**

Attendance:

Matt Wutka	Absent	Alan Addley	Present
Ed Ohannessian	Present	Harry Traver	Present
Marie Nicholls	Absent		
Cal Heminway	Present		

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 6:55 p.m.

1. August Statements of Accounts – Salaries +30K – a lot lower than past years; 11 vs. 8 to Suffield VoAg - \$24K; 1 extra student from Hartland; Project Choice increased fees
2. School Electricity Saving Incentive Program – Discussed potential program. Additional information will be provided to Finance Subcommittee.
3. Roofing Proposals – Discussed roof leak and possible repair options.
4. Memorial Tree for Aden Clark – Discussed tree.
5. Other – Discussed electricity generation contract.

October 4	Early Release – All Schools		
October 5	Curriculum Subcommittee Meeting BOE Meeting	5:30 pm. 7:00 p.m.	Central Services
October 7	Mentor/Scholarship Breakfast	7:30 a.m.	Meadowbrook of Granby
October 7	Middle School Fall Parents' Day	7:40 a.m.	Middle School
October 10	Columbus Day – No School		Offices Closed
October 12	Harvest Festival	4-7 p.m.	Wells Road
October 12	Superintendents' Forum	6:30 p.m.	HS Chorus Room
October 14	Homecoming Dance	7:30-10:30 p.m.	
October 15	Homecoming Weekend Games		High School Fields
October 18	College Fair	1-2:30 p.m.	HS Community Gym
October 19	Harvest Festival (Rain Date)	4-7 p.m.	Wells Road
October 19	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services